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IDENTIFIERS	ERIC Clearinghouse on Adult Career Vocational Educ

ABSTRACT

This issue contains over 300 abstracts selected from the ERIC Clearinghouse on Adult, Career, and Vocational Education related to vocational and technical education curriculum products from the June 1980 through June 1981 Resources in Education. Abstracts, ordered by ED number, may include some or all of the following information: author, title, originating organization, sponsoring agency, report number, date published, descriptive note, contract or grant number, alternative source for obtaining documents, publication type, descriptors, identifiers, and abstract. Following the document resume section are three indexes: subject, author, and institution. Other components of this issue include listings of the six curriculum coordination centers and publications produced by the centers, descriptions of curriculum centers and laboratories throughout the country, and a listing of curriculum-related organizations at the national level. A listing of sources of audiovisual information and materials and a brief bibliography of curriculum publications available from federal agencies are also provided. (YLB)

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Resources in Vocational Education 1981-82

Volume 14 Number 6

Curriculum Resources

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CE 031 585

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- Generating knowledge through research
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- Evaluating individual program needs and outcomes
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Resources in Vocational Education
Volume 14 Number 6

Curriculum Resources

Compiled by
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The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

1981

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Foreword

Resources in Vocational Education is produced by the National Center Clearinghouse of the National Center for Research in Vocational Education under a contract with the Office of Vocational and Adult Education, U.S. Department of Education. For the 1981-82 subscription year, the individual issues of the journal include a report of state program improvement projects, selections of ERIC documents related to vocational and technical education, a directory of key contact persons at the state and federal levels responsible for vocational education, and a compilation of vocational and technical education curriculum materials.

The National Center is pleased to disseminate this issue of *Resources in Vocational Education* that provides abstracts selected from the ERIC Clearinghouse on Adult, Career, and Vocational Education related to vocational and technical education curriculum products. Since this issue represents only a portion of ERIC abstracts, users are encouraged to refer to *Resources in Education* for a more comprehensive search. The full text of most documents announced in this issue is available from the ERIC Document Reproduction Service (EDRS). Microfiche copies also are available in local ERIC microfiche collections.

Other components of this issue include listings of the six curriculum coordination centers and publications produced by the centers, descriptions of curriculum centers and labs throughout the country, and a listing of curriculum-related organizations at the national level. Also included are a listing of sources of audiovisual information and materials and a brief bibliography of curriculum publications available from federal agencies

Recognition is given to Clearinghouse staff for their efforts in compiling this publication: Wesley E. Budke, Clearinghouse Director; Shirley A. Chase and Carl F. Oldsen, Research Specialists; Patricia Arthur, Program Associate; and Rhonda L. Steakley, Typist.

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Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

About This Issue

This issue of *Resources in Vocational Education* consists of resumes selected from the ERIC Clearinghouse on Adult, Career, and Vocational Education (ERIC/ACVE). Selections relating to vocational and technical education curriculum products were made from the June 1980 through June 1981 *Resources in Education*. Since only a portion of ERIC abstracts are represented, users are encouraged to refer to *Resources in Education* for a more comprehensive search.

Other components of this issue include listings of the six curriculum coordination centers and publications produced by the centers, descriptions of curriculum centers and labs throughout the country, and a listing of curriculum-related organizations at the national level. Also included are a listing of sources of audiovisual information and materials and a brief bibliography of curriculum publications available from federal agencies.

The full text of most documents announced in this issue is available from the ERIC Document Reproduction Service (EDRS). An EDRS order form and ERIC price codes are included. Also, microfiche copies are available in local ERIC microfiche collections.

Two publications related to using ERIC are listed below. They are available on request from the ERIC Processing and Reference Facility, 4833 Rugby Avenue, Suite 303, Bethesda, Maryland 20014 or from ERIC/ACVE, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210.

Directory of ERIC Search Services. Prepared by Pugh, Elizabeth and Brandhorst, Wesley T., Bethesda, MD: ERIC Processing and Reference Facility, 1981.

Directory of ERIC Microfiche Collections. Edited by Slawsky, Dorothy A., Bethesda, MD: ERIC Processing and Reference Facility, 1980.

SAMPLE DOCUMENT RESUME

ED 181 219 CE 023 729
Matejic, Denise M.
Helping Families Adjust to Economic Change. A Project Report.
Rutgers, The State Univ., New Brunswick, N.J. Cooperative Extension Service.
Spons Agency—Extension Service (DOA), Washington, D.C. Science and Education Administration.
Report No.—XY2123
Pub Date—79
Contract—82-2-61104(21)
Note—151p.; The appendixes contain small type and may not reproduce well; For related documents see CE 023 725-729.
Available from—New Jersey Extension Service, Publications Distribution Center, Dudley Road, New Brunswick, NJ 08903 ($4.00)
Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Adult Programs, Budgeting, Community Service Programs, Consumer Economics, *Consumer Education, Counseling Services, Credit (Finance), *Curriculum Development, Economically Disadvantaged, Family Management, Financial Needs, Financial Problems, Insurance Programs, Investment, Low Income Groups, *Money Management, *Outreach Programs, Program Development, Program Evaluation.
Identifiers—Income Groups, New Jersey

A project was developed to gain more insight into family financial problems, to identify these problems, and to formulate educational strategies to deal with and help solve these problems. This project was conducted in three phases, which included community outreach, development of educational materials, and evaluation. Three communities with different ethnic blends, similar income levels (middle to lower-middle), and moderately high unemployment rates were selected as project sites. The outreach program, which reached approximately 2,000 participants with consumer education information, included the use of a mobile unit, a home-study course, work-site educational programs, paraprofessional counselors, and a closed circuit television network. The following are some of the project objectives which were achieved to the extent that the majority of those participants who responded to the follow-up studies had changed their practices: (1) participants will spend their money more wisely and use their new knowledge and skills to extend and increase their resources to raise their standards of living; (2) participants will learn to develop a personal money management plan; (3) participants will understand the concept of consumer credit and its advantages, disadvantages, and wise use; and (4) participants will understand the various types of insurance policies available and know how an insurance protection program can be adapted to their personal needs. (BM)

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s).

Title.

Organization where document originated.

Date published.

Contract or Grant Number.

Alternate source for obtaining documents.

Publication Type—broad categories indicating the form or organization of the document, as contrasted to its subject matter. The category name is followed by the category code.

ERIC Document Reproduction Service (EDRS) Availability "MF" means microfiche; "PC" means reproduced paper copy. When described as "Document Not Available from EDRS", alternate sources are cited above. Prices are subject to change; for latest price code schedule see section on "How to Order ERIC Documents", in the most recent issue of RIE.

Clearinghouse accession number.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number—assigned by originator.

Descriptive Note (pagination first).

Descriptors—subject terms which characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—additional identifying terms not found in the Thesaurus of ERIC Descriptors.

Informative Abstract.

Abstractor's initials.

DOCUMENTS

Resumes

The document resumes presented in this section are ordered by ED number. Users may scan this section for documents of interest, or use the subject, author, and institution indexes to locate documents in a specific field, or produced by a particular author or institution.

ED 181 216 **CE 023 670**

Tindall, Lloyd W. Morehouse, Nancy

The CAP Approach to Modifying Vocational Programs for Handicapped Students. Vol. 1: Agriculture with an Example in Horticulture.

Wisconsin Univ., Madison. Wisconsin Vocational Studies Center

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—79

Contract—G007702006

Note—109p.; Italic print and photographs in this document will not reproduce well; For related documents see CE 023 671-674

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051), Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC05 Plus Postage

Descriptors—*Handicapped Students, *Needs Assessment, *Ornamental Horticulture, *Teaching Methods, Agricultural Education, Educational Strategies, Instructional Materials, Instructional Programs, Job Training, Learning Activities, Learning Disabilities, Mainstreaming, Program Development, Skills, Task Performance, Vocational Education, Workbooks

Identifiers—Cognitive Affective Psychomotor Approach, Wisconsin

This combination teaching guide and student workbook, the first in a five-volume series (see note), presents an approach to teaching horticulture for handicapped students. The guide discusses a functional approach to modifying agriculture programs to accomodate cognitive, affective, and psychomotor (CAP) domain handicaps. The discussion centers on categories to consider when modifying a course, the CAP model of instruction which includes assessment, possible teaching techniques, and suggested change actions, to alleviate handicapping conditions once the limits of a dysfunction are known. General comments on how to modify a program are also included. The workbook includes teacher instructions and photographs accompanying the seven basic tasks presented for step-by-step learning by doing. Tasks include a three-piece candle arrangement, cutting and dipping foam, corsage making, and using a floral stemming machine. Appendixes contain data on part-time and seasonal employment, employment and education needs in Wisconsin, references, and a list of U.S. universities that offer horticulture therapy programs. (CP).

ED 181 217 **CE 023 671**

Kumar, Vasant

The CAP Approach to Modifying Vocational Programs for Handicapped Students. Vol. 2: Business/Office with an Example in Telephone Usage.

Wisconsin Univ., Madison. Wisconsin Vocational Studies Center

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—79

Contract—G007702006

Note—101p.; Information in some of the tables will not reproduce well due to small type; For related documents see CE 023 670-674

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC05 Plus Postage

Descriptors—*Handicapped Students, *Needs Assessment, *Teaching Methods, *Telephone Instruction, Business Skills, Educational Strategies, Instructional Materials, Instructional Programs, Job Training, Learning Activities, Learning Disabilities, Mainstreaming, Office Occupations Education, Program Development, Skills, Task Performance, Vocational Education

Identifiers—Cognitive Affective Psychomotor Approach

This teaching guide, the second in a five-volume series (see note), concentrates on the CAP (Cognitive, Affective, and Psychomotor domains) approach for teachers to accomodate handicapped students in vocational classes, particularly business and office education. The first three chapters are designed to (1) acquaint instructors with student disabilities as viewed in terms of area of dysfunction, whether cognitive, affective, or psychomotor; (2) offer teaching strategies that accomodate or alleviate the effects of various dysfunctions; and (3) suggest formal and informal assessment procedures and offer a worksheet approach to coping with student assessment. Chapter 4 furnishes a brief discussion of prescriptive planning and program modification. Chapter 5 provides exemplary curriculum modification and teaching methods in the "telephone usage" area of business and office occupations education. It includes suggested activities and learning outcomes, and techniques for teaching telephone usage to students with dysfunctions. The thirty-page appendix discusses teaching strategies for the emotionally disturbed. (CP).

ED 181 218 **CE 023 672**

Gugerty, John J. Morehouse, Nancy

The CAP Approach to Modifying Vocational Programs for Handicapped Students. Vol. 3: Health Occupations.

Wisconsin Univ., Madison. Wisconsin Vocational Studies Center

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—79

Contract—G007702006

Note—194p.; For related documents see CE 023 670-674

Pub Type—Guides/Methods/Techniques—Classroom

Use—Teaching Guides (052)
EDRS Price—MF01/PC08 Plus Postage
Descriptors—*Allied Health Occupations Education, *Handicapped Students, *Needs Assessment, *Teaching Methods, Educational Strategies, Instructional Materials, Instructional Programs, Job Placement, Job Training, Learning Activities, Learning Disabilities, Mainstreaming, Physical Therapy Aides, Program Development, Skills, Task Performance, Vocational Education
Identifiers—Cognitive Affective Psychomotor Approach

This teaching guide, the third in a five-volume series (see note), concentrates on the CAP (Cognitive, Affective, and Psychomotor domains) approach for teachers to accomodate handicapped students in vocational classes with focus on health occupations education. Main emphasis is on (1) discussion of CAP functioning as these may affect an educational setting; (2) ways to assess and determine functional and dysfunctional capacities; and (3) prescribing for students with various dysfunctions. The latter section provides lesson plans and task descriptions, e.g. making an occupied bed (for nursing assistants), teaching an auditory learner in the Occupational Therapy Assistant Program to improve study skills, "Assertive Behavior Techniques" for those with affective dysfunctions, or developing answers to "problem questions" during job placement. Subsections also deal with some of the problems instructors of the handicapped encounter and such topics as instructing blind students, job redesign, and setting realistic employment goals. A separate section looks at audiovisuals and instructional materials, while the appendix offers a structured exercise in muscle recognition for physical therapy assistant students. (CP).

ED 181 219 CE 023 673

Crowley, Carol Berry Mendini, Daniel
The CAP Approach to Modifying Vocational Programs for Handicapped Students. Vol. 4: Home Economics with an Example in Food Preparation. Student Workbook.
Wisconsin Univ. Madison. Wisconsin Vocational Studies Center
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—79
Contract—G007702006
Note—47p. ; The photographs in this document will not reproduce well; For related documents see CE 023 670-674
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)
EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Cooking Instruction, *Handicapped Students, *Home Economics Skills, * *Learning Activities, *Task Performance, Vocational Education, Workbooks

This workbook, the fourth in a five-volume series on vocational programs for the handicapped (see note), is an illustrated student guide for a food preparation task in a home economics course. The workbook provides step-by-step procedures, each accompanied by photographs, for making blender cheesecake. (CP).

ED 181 220 CE 023 674

Fessenden, Patricia K. Mendini, Daniel
The CAP Approach to Modifying Vocational Programs for Handicapped Students. Vol. 5: Trades and Industry with an Example in Welding.
Wisconsin Univ. Madison. Wisconsin Vocational Studies Center
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—79
Contract—G007702006
Note—64p. ; Photographs and italic type in this document will not reproduce well; For related documents see CE 023 670-673
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC03 Plus Postage
Descriptors—*Educational Strategies, *Handicapped Students, *Needs Assessment, *Teaching Methods, *Welding, Glossaries, Instructional Materials, Instructional Programs, Job Training, Learning Activities, Mainstreaming, Program Development, Skills, Task Performance, Trade and Industrial Education, Workbooks
Identifiers—Cognitive Affective Psychomotor Approach

This combination teaching guide and student workbook, fifth in a five-volume series (see note), presents an approach to teaching basic welding and welding terms for handicapped students. The teaching guide discusses a functional approach to teaching that can accomodate or alleviate the effects of disabilities. Discussion centers on categories to consider when modifying a course and the CAP (Cognitive, Affective, and Psychomotor domains) model of instruction which includes possible teaching techniques, suggested change actions, and teaching strategies. General comments on how to modify a welding program are also included. The student workbook focuses on electrodes and electrode identification numbers, provides photographs of welding processes and procedures, discusses theory, and furnishes a glossary of welding terms. (CP).

ED 181 225 CE 023 705

Verheyden-Hilliard, Mary Ellen
Project Open Door. Final Report.
Verheyden & Associates, Washington, D.C.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. District of Columbia Commission on the Status of Women, Washington, D.C.
Pub Date—78
Contract—G007702135
Note—82p
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Reports—Descriptive (141)
EDRS Price—MF01/PC04 Plus Postage
Descriptors—*Career Awareness, *Career Opportunities, *Nontraditional Occupations. *Prevocational Education, *Role Models, *Sex Fairness, Adolescents, Audiovisual Aids, Color, Junior High Schools, Learning Modules, Social Attitudes, Social Change, Sociocultural Patterns

The major purpose of Project Open Door was to design, develop, test, and disseminate a portable module for vocational educators and others to use with junior high school students in pre-vocational exploration free of sex stereotyping. The module produced contained a slide presentation with accompanying cassette tape and a leader's guide. An attempt was made, in creating the presentation, to show how wide are the vocational choices open to students and to deal with some of the myths surrounding social roles in a time of changing men's and women's roles. The (appended) leader's guide can help the presenter to lead group discussion on roles and role expectations. Third party evaluation (appended) and screening comments indicated that the presentation may have wider applicability. Such applications might include helping adults to understand the kind of assistance adolescents need to move beyond stereotypes, or showings to students in senior high as well as in upper elementary school who could benefit from exposure to visual and aural presentation of men and women in nontraditional occupations. (CP).

ED 181 251 CE 023 758

Agriculture Education. Soybeans and Rice.
Stuttgart Public Schools, Ark
Spons Agency—Arkansas State Dept. of Education, Little Rock. Div. of Vocational Education
Pub Date—80
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Tests, Questionaires, Evaluation instruments (160)
EDRS Price—MF01/PC13 Plus Postage
Descriptors—*Agricultural Education, *Agricultural Production, *Agronomy, *Plant Growth, *Vocational Education, Curriculum Guides, Instructional Materials, Job Search Methods, Learning Activities, Secondary Education, Teaching Guides, Tests
Identifiers—Soybeans

This curriculum guide is designed for group instruction of secondary students enrolled in one or two semester-long courses in agricultural education. The guide presents units of study in the following areas: (1) soybeans, (2) rice, and (3) orientation. Each of the 17 units of instruction follows a typical format: terminal objective, specific objectives, suggested instructor and student activities, instructional materials, information sheet, transparency masters, assignment sheets, and a student test. (LRA).

ED 181 255 CE 023 767
Agriculture Education. Horticulture.
Stuttgart Public Schools, Ark
Spons Agency—Arkansas State Dept. of Education, Little Rock. Div. of Vocational Education
Pub Date—80
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Tests, Questionaires, Evaluation instru ments (160)
EDRS Price—MF01/PC16 Plus Postage
Descriptors—*Agricultural Education, *Greenhouses, *Ornamental Horticulture, *Plant Propagation, *Plant Science, *Vocational Education, Curriculum Guides, Employment Opportunities, Instructional Materials, Learning Activities, Plant Growth, Plant Identification, Secondary Education, Teaching Guides, Tests

This curriculum guide is designed for group instruction of secondary agricultural education students enrolled in one or two semester-long courses in ornamental horticulture. The guide presents units of study in the following areas: (1) horticulture and job opportunities, (2) preparing soil mixtures, (3) control, (4) plant propagation, (5) plant identification, (6) care of ornamental plants, and (7) propagation structures. Each of the eleven units of instruction follows a typical color-coded format: terminal objective, specific objectives, suggested instructor and student activities, instructional materials, information sheet, transparency masters, assignment sheets, and a student test. (LRA).

ED 181 256 CE 023 768
Agriculture Education. Farm Machinery.
Stuttgart Public Schools, Ark
Spons Agency—Arkansas State Dept. of Education, Little Rock. Div. of Vocational Education
Pub Date—80
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Tests, Questionaires, Evaluation instru ments (160)
EDRS Price—MF01/PC15 Plus Postage
Descriptors—*Agricultural Education, *Agricultural Engineering, *Agricultural Machinery, *Engines, *Tractors, *Vocational Education, * Curriculum Guides, Employment Opportunities, Hydraulics, Instructional Materials, Learning Activities, Machinery Industry, Secondary Education, Teaching Guides, Tests

This curriculum guide is designed for group instruction of secondary agricultural education students enrolled in one or two semester-long courses in farm machinery. The guide presents units of study in the following areas: (1) small gas engines, (2) job opportunities, (3) tractors, (4) engines, (5) hydraulics, (6) electrical system, (7) combine operation, (8) hay and forage equipment, and (9) machinery management. Each of the thirteen units of instruction follows a typical format: terminal objective, specific objectives, suggested instructor and student activities, instructional materials, information sheet, transparency masters, assignment sheets, and a student test. (LRA).

ED 181 257 CE 023 769
Agriculture Education. Agriculture Structures.
Stuttgart Public Schools, Ark
Spons Agency—Arkansas State Dept. of Education, Little Rock. Div. of Vocational Education
Pub Date—80
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Tests, Questionaires, Evaluation instru ments (160)
EDRS Price—MF01/PC12 Plus Postage
Descriptors—*Agricultural Education, *Agricultural Engineering, *Building Trades, *Construction Process, *Vocational Education, Carpenters, Curriculum Guides, Electrical Occupations, Instructional Materials, Learning Activities, Masonry, Plumbing, Safety, Secondary Education, Teaching Guides, Tests

This curriculum guide is designed for group instruction of secondary agricultural education students enrolled in one or two semester-long courses in agriculture structures. The guide presents units of study in the following areas: (1) shop safety, (2) identification and general use of hand tools, (3) power tools, (4) carpentry, (5) blueprint reading for structures, (6) plumbing, (7) electricity, (8) concrete and masonry for structures, and (9) surveying for structures. Each of the nine units of instruction follows a typical format: terminal objective, specific objectives, suggested instructor and student activities, instructional materials, information sheet, transparency masters, assignment sheets, and a student test. (LRA).

ED 181 258 CE 023 770
Agriculture Education. Agricultural Metal Working.
Stuttgart Public Schools, Ark
Spons Agency—Arkansas State Dept. of Education, Little Rock. Div. of Vocational Education
Pub Date—80
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Tests, Questionaires, Evaluation instru ments (160)
EDRS Price—MF01/PC12 Plus Postage
Descriptors—*Agricultural Education, *Agricultural Engineering, *Metal Working, *Vocational Education, *Welding, Course Descriptions, Curriculum Guides, Employment Opportunities, Instructional Materials, Learning Activities, Secondary Education, Teaching Guides, Tests, Welders

This curriculum guide is designed for group instruction of secondary agricultural education students enrolled in one or two semester-long courses in agricultural metal working. The guide presents units of study in the following areas: (1) oxyacetylene welding, (2) arc welding, (3) sheet metal, (4) blueprint reading for welders and (5) job opportunities in agricultural metals. Each of the twelve units of instruction follows a typical format: terminal objective, specific objectives, suggested instructor and student activities, instructional materials, information sheet, transparency masters, assignment sheets, and a student test. (LRA).

ED 181 259 CE 023 771
Agriculture Education. Elements of Farm and Building Layout.
Stuttgart Public Schools, Ark
Spons Agency—Arkansas State Dept. of Education, Little Rock. Div. of Vocational Education
Pub Date—80
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Tests, Questionaires, Evaluation instru ments (160)
EDRS Price—MF01/PC15 Plus Postage
Descriptors—*Agricultural Education, *Agricultural Engineering, *Building Design, *Construction Process, *Vocational Education, Blueprints, Construction Materials, Curriculum Guides, Drafting, Graphic Arts, Instructional Materials, Learning Activities, Secondary Education, Teaching Guides, Tests

This curriculum guide is designed for group instruction of secondary agricultural education students enrolled in one or two semester-long courses in elements of farm and building layout. The guide presents units of study in the following areas: (1) sketching and drawing equipment, (2) gothic lettering, (3) layout of a standard sheet, (4) job orientation, (5) orthographic projection, (6) oblique drawings, (7) isometric pictorial drawing, (8) top map, (9) auxiliary view, (10) materials, (11) foundations, (12) designing farm buildings. Each of the twelve units of instruction follows a typical format: terminal objective, specific objectives, suggested instructor and student activities, instructional materials, information sheet, transparency masters, assignments sheets, and a student test. (LRA).

ED 181 264 CE 023 776
Floriculture. Selected Learning Activity Packages.
Clemson Univ. S.C. Vocational Education Media Center
Spons Agency—South Carolina State Dept. of Education, Columbia. Vocational Agriculture Section
Pub Date—79
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)
EDRS Price—MF01/PC06 Plus Postage
Descriptors—*Agricultural Education, *Floriculture, *Horticulture, *Plant Propagation, *Soil Science, *Vocational Education, Individualized Instruction, Learning Activities, Learning Modules,

Plant Science, Secondary Education
Identifiers—South Carolina, Vocational Education Consortium of States

This series of learning activity packages is based on a catalog of performance objectives, criterion-referenced measures, and performance guides for gardening/groundskeeping developed by the Vocational Education Consortium of States (V-TECS). Learning activity packages are presented in four areas: (1) preparation of soils and planting media, (2) propagation and planting, (3) cultural and environmental control practices, and (4) irrigation practices. Each of the fifteen learning activity packages follows a typical format: introduction; directions to the student; objective(s); learning activities; safety; equipment, tools, supplies needed; instructions; student self-check; final check-out activity; and instructor's final checklist. (LRA).

ED 181 265 CE 023 777

Tractor Mechanics. Maintaining and Servicing the Engine, Learning Activity Packages 78-89; Lubricating the Tractor, Learning Activity Packages 90-94; Painting the Tractor, Learning Activity Packages 95-96.

Clemson Univ. S.C. Vocational Education Media Center. Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education. Kentucky Univ. Lexington. Div. of Vocational Education
Spons Agency—South Carolina State Dept. of Education, Columbia. Vocational Agriculture Section
Pub Date—79
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC05 Plus Postage
Descriptors—*Agricultural Education, *Agricultural Engineering, *Agricultural Machinery Occupations, *Maintenance, *Painting Visual Arts, *Tractors, *Vocational Education, Agricultural Machinery, Engines, Individualized Instruction, Learning Activities, Learning Modules, Machinery Industry

This series of learning activity packages focuses on three areas of tractor mechanics: (1) maintaining and servicing the engine, (2) lubricating the tractor, and (3) painting the tractor. Each of the nineteen illustrated learning activity packages follows a typical format: introduction, directions, objectives, learning activities, tools and equipment needed, materials and supplies needed, safety, instructions, student self-check, check-out activities, and final instructor checklist. (LRA).

ED 181 266 CE 023 778

Tractor Mechanics. Maintaining and Servicing the Cooling System, Learning Activity Packages 34-40; Maintaining and Servicing Hydraulic Systems, Learning Activity Packages 41-48.

Clemson Univ. S.C. Vocational Education Media Center. Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education. Kentucky Univ. Lexington. Div. of Vocational Education
Spons Agency—South Carolina State Dept. of Education, Columbia. Vocational Agriculture Section
Pub Date—79
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC04 Plus Postage
Descriptors—*Agricultural Education, *Agricultural Engineering, *Agricultural Machinery Occupations, *Hydraulics, *Maintenance, *Tractors, *Vocational Education, Agricultural Machinery, Engines, Individualized Instruction, Learning Activities, Learning Modules, Machinery Industry

This series of learning activity packages focuses on two areas of tractor mechanics: (1) maintaining and servicing the cooling system and (2) maintaining and servicing hydraulic systems. Each of the fifteen illustrated learning activity packages follows a typical format: introduction, directions, objectives, learning activities, tools and equipment needed, materials and supplies needed, safety, instructions, student self-check, check-out activities, and final instructor checklist. (LRA).

ED 181 267 CE 023 779

Tractor Mechanics. Maintaining and Servicing the Power Train, Learning Activity Packages 49-53; Maintaining and Servicing the Clutch, Learning Activity Packages 54-59; Maintaining and Servicing the Transmission and Differential, Learning Activity Packages 60-68; Maintaining and Servicing the Final Drive, Learning Activity Packages 69-77.

Clemson Univ. S.C. Vocational Education Media Center. Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education. Kentucky Univ. Lexington. Div. of Vocational Education
Spons Agency—South Carolina State Dept. of Education, Columbia. Vocational Agriculture Section
Pub Date—79
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC06 Plus Postage
Descriptors—*Agricultural Education, *Agricultural Engineering, *Agricultural Machinery Occupations, *Maintenance, *Tractors, *Vocational Education, Agricultural Machinery, Engines, Individualized Instruction, Learning Activities, Learning Modules, Machinery Industry

This series of learning activity packages focuses on four areas of tractor mechanics: (1) maintaining and servicing the power train, (2) maintaining and servicing the clutch, (3) maintaining and servicing the transmission and differential, and (4) maintaining and servicing the final drive. Each of the twenty-nine illustrated learning activity packages follows a typical format: introduction, directions, objectives, learning activities, tools and equipment needed, materials and supplies needed. safety, instructions, student self-check, check-out activities, and final instructor checklist. (LRA).

ED 181 268 CE 023 780

Gardening and Groundskeeping. A Series of Learning Activity Packages. Volume II: Learning Activity Packages 43-84.

Clemson Univ. S.C. Vocational Education Media Center
Spons Agency—South Carolina State Dept. of Education, Columbia. Vocational Agriculture Section
Pub Date—79
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)
EDRS Price—MF01/PC07 Plus Postage
Descriptors—*Agricultural Education, *Equipment Utilization, *Horticulture, *Soil Science, *Vocational Education, Individualized Instruction, Learning Activities, Learning Modules, Plant Science, Secondary Education
Identifiers—Groundskeeping, Vocational Education Consortium of States

This series of learning activity packages is based on a catalog of performance objectives, criterion-referenced measures, and performance guides for gardening/groundskeeping developed by the Vocational Education Consortium of States (V-TECS). Learning Activity packages are presented in three areas: (1) preparing or improving soil, (2) operating equipment, and (3) maintaining equipment. Each of the forty-one learning activity packages follows a typical format: introduction; directions to the students; objective(s); learning activities; safety; equipment, tools, supplies needed; instructions; student self-check; final check-out activity; and instructor's final checklist. (LRA).

ED 181 287 CE 023 823

Career Education Product File.

Michigan State Dept. of Education, Lansing. Office of Career Education
Pub Date—79
Available from—Office of Career Education, Michigan Department of Education, P.O. Box 30008, Lansing, MI 48909 (no charge for single copies)
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Reports—Descriptive (141)
EDRS Price—MF03/PC25 Plus Postage
Descriptors—*Career Awareness, *Career Education, *Instructional Materials, *Program Descriptions, *Resource Materials, *Technical Assistance, Demonstration Programs, Elementary Secondary Education, Financial Needs, Program Development,

Program Effectiveness

Designed for school staffs and others looking for effective career education programs, this resource file contains descriptions of 150 career education programs and products. It provides an overview of the types of research and development-based career education programs currently available to school districts across the United States. The file describes these programs and products in a standard four-page format which includes descriptors; area of emphasis (i. e. instruction, guidance, etc.); target audience for the program; effect on students; a summary description; materials necessary for implementation; financial requirements; evaluation results; bias rating; services available; contact information for materials or consultation; and location of a school where the program is in use. (BM).

ED 181 299 CE 023 873

Magyar, Susan L. Walsky, Anne M.

Working in the World of Children.

Rutgers, The State Univ. New Brunswick, N.J. Dept. of Vocational-Technical Education

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education

Pub Date—79

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC06 Plus Postage

Descriptors—*Career Awareness, *Child Care, *Child Care Occupations, *Learning Activities, *Prevocational Education, *Vocabulary Development, Child Development, Curriculum Guides, Day Care Centers, Experiential Learning, Grade 9, Junior High Schools, Parenthood Education

This curriculum guide is designed to create a pre-vocational awareness in the area of child care for students in ninth grade. The program covers both preparation for parenthood and occupational possibilities in this field. The twenty-nine, easy-to-read lessons have been divided into the following six units: (1) child care careers; (2) understanding your personal development; (3) working with children; (4) setting up a child-care facility; (5) family and society; and (6) entering the world of work. Each lesson includes objectives, vocabulary lists, informational content, illustrations, related forms, and learning activities. Some of the units include pre- and posttests. Several evaluation forms and a questionnaire are appended. It is suggested that the curriculum be taught in conjunction with the operation of a child-care facility within the school in order to give the students firsthand experience. (BM).

ED 181 300 CE 023 874

Livesey, Dennis W. Fong, Stephen

Small Animal Care.

Rutgers, The State Univ. New Brunswick, N.J. Dept. of Vocational-Technical Education

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education

Pub Date—79

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC17 Plus Postage

Descriptors—*Agricultural Education, *Animal Caretakers, *Animal Husbandry, *Lesson Plans, *Veterinary Assistants, *Vocational Education, Curriculum Guides, Educational Facilities, Facility Guidelines, Learning Activities, Secondary Education, Teaching Guides

Identifiers—New Jersey, Small Animal Care

This small animal care course guide is designed for students who will be seeking employment in veterinary hospitals, kennels, grooming shops, pet shops, and small-animal laboratories. The guide begins with an introductory section that gives the educational philosophy of the course, job categories and opportunities, units of instruction required for various job titles, and floor plans for a classroom in small animal care. The remainder of the guide presents lessons in the following eighteen areas: (1) basic skills, (2) office skills, (3) kennel operation, (4) animal handling and restraining, (5) basic grooming, (6) technical skills, (7) dog clipping, (8) laboratory animals, (9) pet shops, (10) nutrition, (11) breeding, (12) introduction to professional handling, (13) introduction to obedience training, (14) kennel development, (15) advanced professional handling (16) show-grooming techniques, (17) advanced obedience training, and (18) preparing for employment. Each lesson plan is divided into teacher activities and student activities, estimated time, related theory and concepts, and visual aids. Student handouts are appended. (LRA).

ED 181 313 CE 023 928

Lowenstein, Michael Z. Orsak, Charles

A Project to Design, Develop, Implement, Test, Evaluate and Disseminate an Associate Degree Curriculum to Train Solar Engineering Technicians.

Navarro Coll. Corsicana, Tex

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—79

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Associate Degrees, *Course Content, *Curriculum Design, *Curriculum Development, *Curriculum Guides, *Solar Radiation, Community Colleges, Core Curriculum, Course Descriptions, Course Organization, Experiential Learning, Integrated Curriculum, Postsecondary Education, Program Development, Retraining, Technical Education, Technical Occupations

Phase 1 of a project in curriculum design and course development identified and is now developing a two-year solar engineering curriculum in response to the immediate need for trained solar manpower as indicated by research. The student-centered curriculum involves courses flowing from device to theory, intermixing of support and technical courses in sequencing, and hands-on laboratory experience. Navarro College and three other cooperating two-year colleges have developed the curriculum for solar engineering technicians as well as course descriptions and are developing the proposed solar courses. Support courses were selected to provide prerequisite skills or knowledge, to satisfy requirements for associate degree programs, and to assure balance between technical, laboratory courses and academic preparation. The course outline provides for an integrated laboratory lecture format with general goal statements, titled modules, specific performance objectives, and laboratory activities. The program is designed for high school graduates who will attend college full-time and those currently employed desiring skill upgrading. Instructors will be regular college faculty and technical and vocational instructors hired specifically to teach the technical solar courses. A national advisory committee provides guidance and evaluation. The remainder of phase 1 will include completion, editing, printing, use, and revision of course guides and the complete curriculum package. (YLB).

ED 181 314 CE 023 931

Green, C. Paul Orsak, Charles G.

A Manpower Development Model for an Emerging Technology: A Systems Approach to Curriculum Development for Solar Technician Training.

Navarro Coll. Corsicana, Tex

Spons Agency—Department of Energy, Washington, D.C.

Pub Date—79

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Community Colleges, *Curriculum Development, *Feasibility Studies, *Labor Force Development, *Solar Radiation, *Technical Occupations, College Role, Conservation Education, Demonstration Programs, Energy Conservation, Fuels, Labor Needs, Postsecondary Education, Program Development, Systems Approach, Task Analysis, Technical Education

Identifiers—Alcohol Fuels, Emerging Occupations, Geothermal Energy, Wind Energy

Undertaking of a systems approach to curriculum development for solar training led to (1) a feasibility study to determine the role of the community college in solar energy technology, (2) a market analysis to determine the manpower need, and (3) a task analysis for development of a curriculum for training solar energy technicians at Navarro College. The feasibility study showed a need in industry for solar energy technicians and recommended a market survey and task analysis. Conclusions of the market study analysis were that there are two classes of solar workers (technician and installer/mechanic) and that the manpower forecast is a direct function of the demand for solar equipment. Diversification at the college has taken the form of a solar energy demonstration; implementation of a one-year certificate program to train solar energy installer/mechanics; three energy conservation projects—development of educational modules for energy conservation in buildings design and development of a curriculum in energy conservation for secondary and postsecondary vocational students, and pilot testing of the curriculum; a geothermal well demonstration; exploration of wind energy; and production and use of alcohol fuels. (YLB).

ED 181 315 CE 023 932

Orsak, Charles Green, C. Paul

The Design and Development of a Curriculum in Energy Conservation to Train Secondary and Post-Secondary Vocational Students.

Navarro Coll. Corsicana, Tex

Spons Agency—Texas Education Agency, Austin

Pub Date—79

Contract—TEA0023-0043; TEA0023-0063

Note—30p. ; Parts of this document may not reproduce well due to light type; For related documents see CE 023 927 and CE 023 931

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Conservation Education, *Energy Conservation, *Fuel Consumption, Adult Education, Air Conditioning, Behavioral Objectives, Building Design, Costs, Course Content, Curriculum Guides, Economics, Heating, Instructional Materials, Learning Modules, Lighting, Postsecondary Education, Secondary Education, Solar Radiation, Ventilation, Vocational Education

Designed for practical hands-on secondary and postsecondary vocational programs and adult/continuing education programs, this eleven-module curriculum was developed to equip both male and female students with the capabilities to identify, monitor, manage, and curb energy usage in their daily lives and vocational pursuits. It is intended for use as support material for existing related curricula. Each module may be used independently, collectively with the other modules in a course or program on energy conservation, or integrated into conventional courses. Topics include (1) awareness of the energy dilemma, (2) surveying energy usage, (3) understanding utility bills, (4) how to search for energy conservation opportunities, (5) lighting conservation opportunities, (6) hot water heating conservation opportunities, (7) appliance energy conservation opportunities, (8) building construction versus energy consumption, (9) human comfort and energy conservation, (10) heating, ventilating, and air conditioning conservation opportunities, and (11) economics of energy conservation. Each module is divided into units to give the instructor flexibility in selecting support materials. The basic format for the modules is module description, goal statement, and unit outlines with specific objectives. (YLB).

ED 182 417 CE 023 084

Hodgens, Jim Myers, Leland

Farm Business Management. Instructional Material, Year 1.

Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center

Pub Date—79

Available from—Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1515 West 6th Ave. Stillwater, OK 74074 (Teacher Manual, $15.00; Student Workbook, $1600)

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Agricultural Education, *Farm Accounts, *Farm Management, *Vocational Education, Adult Farmer Education, Behavioral Objectives, Curriculum Guides, Instructional Materials, Learning Activities, Postsecondary Education, Recordkeeping

Designed to provide a basic core om instruction in teaching farm management in Oklahoma, this manual is intended for use in the first year of a three-year adult postsecondary program of instruction. The materials may also be used to teach producers currently engaged in production agriculture. Instructors are encouraged to supplement the instructional units with resource matter and people and to use concurrently the 'Oklahoma Young Farmer Association Record Book'. The thirteen Year I units focus on records and record keeping; the areas covered include orientation and introduction, record keeping, inventory, depreciation, enterprise accounting, enterprise budgets, cash flow, farm credit, partial budgeting, financial statements, income tax, income tax management, and year-end closing of records. Performance objectives, which form the basis of each unit, are given as both a unit objective, stating the subject matter to be covered in the unit, and as specific objectives, stating the student performance necessary to reach the unit objective. Each unit then provides some or all of these components: suggested activities for teacher and students, references, information sheets, assignment sheets with answer sheets, and visual aids. Units are planned for more than one lesson or class period of instruction. (YLB).

ED 182 428 CE 023 560

Cunningham, Larry And Others

Brake Fundamentals. Automotive Articulation Project.

Wisconsin Vocational, Technical and Adult Education District 1, Eau Claire

Spons Agency—Office of Education (DHEW), Washington, D.C. Wisconsin State Board of Vocational, Technical, and Adult Education, Madison. Bureau of Program Development

Pub Date—79

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC16 Plus Postage

Descriptors—*Auto Mechanics, *Mechanics Process, *Motor Vehicles, *Vocational Education, Competency Based Education, Course Content, Curriculum Development, Curriculum Guides, Instruction, Instructional Materials, Learning Modules, Postsecondary Education, Secondary Education, Teaching Guides

Designed for secondary and postsecondary auto mechanics programs, this curriculum guide contains learning exercises in seven areas: (1) brake fundamentals; (2) brake lines, fluid, and hoses; (3) drum brakes; (4) disc brake system and service; (5) master cylinder, power boost, and control valves; (6) parking brakes; and (7) trouble shooting. Each exercise follows a typical format that includes the following sections: objective, explanation, materials needed, tools needed, introduction, information sheets, worksheets, and test. (A description of the project which produced the guide is provided at the beginning of the document.) (LRA).

ED 182 436 CE 023 743

Lillo, Robert E. Soffiotto, Nicholas S.

Industrial Education. Electricity/Electronics Curriculum Guide, Phase II. Instructional Modules, Level I (9 Week).

California State Dept. of Education, Sacramento. Bureau of Industrial Education

Pub Date—79

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC15 Plus Postage

Descriptors—*Electricity, *Electronics, *Industrial Arts, *Industrial Education, * Course Content, Curriculum Guides, Energy, Learning Activities, Learning Modules, Natural Resources, Safety, Secondary Education, Teaching Guides, Tests, Units of Study

Identifiers—California

Designed for students in grades 7 and 8, this electricity/electronics curriculum guide contains instructional modules for ten units of instruction (nine-week class): (1) orientation; (2) understanding electricity; (3) safety; (4) methods to generate electricity; (5) wiring tools and wire; (6) soldering; (7) magnetism and electromagnetism; (8) circuits, symbols, and component identification; (9) resistors and identification systems; and (10) available sources of the Earth's energy. Each instructional module is divded into two sections. The first section of each module is an instructor's guide providing a lesson plan overview of the unit. This overview includes the title of the unit, time allocation, unit goal, unit objectives, evaluation, instructor references, unit overview, suggested presentation hints/methodology, supplemental activities and demonstrations and instructional module contents listing. Section 2 of the module contains the packet of materials to be utilized in the classroom. Each packet includes the following parts: unit outline/transparency master, pre-post test, vocabulary enrichment activities, student informational handouts, related quest activities, and answer keys. (LRA).

ED 182 437 CE 023 744
Lillo, Robert E. Soffiotto, Nicholas S.
Industrial Education. Electricity/Electronics Curriculum Guide, Phase II. Instructional Modules, Level I (18 Week).
California State Dept. of Education, Sacramento. Bureau of Industrial Education
Pub Date—79
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC09 Plus Postage
Descriptors—*Electricity, *Electronics, *Industrial Arts, *Industrial Education, * Career Exploration, Course Content, Curriculum Guides, Energy, Learning Activities, Learning Modules, Natural Resources, Safety, Secondary Education, Teaching Guides, Tests, Units of Study
Identifiers—California

Designed for students in grades 7 and 8, this electricity/electronics curriculum guide contains instructional modules for twelve units of instruction: (1) orientation; (2) understanding electricity; (3) safety; (4) methods to generate electricity; (5) wiring tools and wire; (6) soldering; (7) magnetism and electromagnetism; (8) circuits, symbols, and component identification; (9) resistors and identification systems; (10) small appliance repair; (11) available sources of the Earth's energy; and (12) exploring occupations. Each instructional module is divided into two sections. The first section is an instructor's guide which enables the instructor to have a lesson plan overview to the unit. This overview includes the title of the unit, time allocation, unit goal, unit objectives, evaluation, instructor references, unit overview, suggested presentation hints/methodology, supplemental activities and demonstrations, and instructional module contents listing. Section 2 of the module contains the packet of materials to be utilized in the classroom. Each packet includes the following parts: unit outline/transparency master, pre-post test, vocabulary enrichment activities, student informational handouts, related quest activities, and answer keys. (LRA).

ED 182 438 CE 023 745
Lillo, Robert E. Soffiotto, Nicholas S.
Industrial Education. Electricity/Electronics Curriculum Guide, Phase II. Instructional Modules, Level II.
California State Dept. of Education, Sacramento. Bureau of Industrial Education
Pub Date—79
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC19 Plus Postage
Descriptors—*Electricity, *Electronics, *Industrial Arts, *Industrial Education, * *Learning Modules, Career Exploration, Course Content, Curriculum Guides, Grade 9, Learning Activities, Mathematics, Occupational Information, Safety, Teaching Guides, Telecommunications, Units of Study
Identifiers—California

Designed for students in the ninth grade, this electricity/electronics curriculum guide contains instructional modules for twenty-four units of instruction. Among the modules included are (1) introduction to the world of electricity, (2) electrical safety, (3) the electrical team, (4) resistance and resistors, (5) electric lamps and heating devices, (6) motors and generators, (7) low voltage circuit wiring of signal devices, (8) house wiring, (9) communication systems, and (10) exploring occupations in electricity and electronics. Each instructional module is divided into two sections. The first section is an instructor's guide which enables the instructor to have a lesson plan overview to the unit. This overview includes the title of the unit, time allocation, unit goal, unit objectives, evaluation, instructor references, unit overview, suggested presentation hints/methodology, supplemental activites and demonstrations, and instructional module contents listing. Section 2 of the module contains the packet of materials to be utilized in the classroom. Each packet includes the following parts: unit outline/transparency master, pre-post test, vocabulary enrichment activities, student informational handouts, related quest activities, and answer keys. (LRA).

ED 182 439 CE 023 746
Lillo, Robert E. Soffiotto, Nicholas S.
Industrial Education. Electricity/Electronics Curriculum Guide, Phase II. Instructional Modules, Level III.
California State Dept. of Education, Sacramento. Bureau of Industrial Education
Pub Date—79
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF02 Plus Postage. PC Not Available from EDRS
Descriptors—*Electricity, *Electronics, *Industrial Arts, *Industrial Education, * Career Exploration, Course Content, Curriculum Guides, Grade 10, Learning Activities, Learning Modules, Occupational Information, Safety, Teaching Guides, Teaching Methods, Units of Study
Identifiers—California

Designed for students in the tenth grade, this electricity/electronics curriculum guide contains instructional modules for sixteen units of instruction: (1) orientation, (2) introduction to electricity/electronics, (3) electricity/electronics safety, (4) fundamental skills, (5) direct current circuits, (6) graphical illustrations, (7) circuit evaluation, (8) electrical energy and power, (9) project fabrication techniques, (10) alternating current fundamentals, (11) instrumentation, (12) capacitance, (13) inductance, (14) circuits, (15) vacuum tubes and solid-state electronics, and (16) exploring occupations in electricity and electronics. Each instructional module is divided into two sections. The first section is an instructor's guide which enables the instructor to have a lesson plan overview to the unit. This overview includes the title of the unit, time allocation, unit goal, unit objectives, evaluation, instructor references, unit overview, suggested presentation hnts/methodology, supplemental activities and demonstrations, and instructional module contents listing. Section 2 of the module contains the packet of materials to be utilized in the classroom. Each packet includes the following parts: unit outline/transparency master, pre-post test, vocabulary enrichment activities, student informational handouts, related quest activities, and answer keys. (LRA).

ED 182 485 CE 024 007
Scott, Paul And Others
The Development and Testing of a Statewide Multilevel Curriculum Management System for Georgia Vocational Education Programs. A Model State Level Curriculum Management System.
Georgia Univ. Athens. Div. of Vocational Education
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.
Pub Date—79
Contract—G00701962
Note—166p.; Charts and tables may not reproduce well due to small type; For related documents see CE 024 008 and CE 024 070
Pub Type—Reports—Descriptive (141). Guides/Methods/Techniques—Non-Classroom Use (055)
EDRS Price—MF01/PC07 Plus Postage
Descriptors—*Curriculum, *Curriculum Development, *Management Systems, *Models, *Statewide Planning, *Vocational Education, Curriculum Evaluation, Formative Evaluation, Material Development, Needs Assessment, Program Improvement, Summative Evaluation, Systems Development
Identifiers—Curriculum Management

A project to propose a system for managing curriculum improvement at the state level (1) identified the basic functions necessary for a statewide curriculum management effort, (2) explained the supporting activities required to initiate and maintain its operation, and (3) developed a model system for curriculum management. The five functions identified as forming the basis of a curriculum management system (CMS) model were management, development, reproduction, diffusion/dissemination, and evaluation/revision. Management of curriculum was to be based on the management functions of planning, organizing, implementing, controlling, and evaluating. A CMS model was designed which flowed from the overall master plan for vocational education. Input from various components of vocational education was then organized, analyzed, and prioritized. Phase 1 involved activities concerned with identifying programs requiring improvement based on needs assessments. Acquiring the needed materials in phase 2 could follow three subroutines: revising the existing materials, procuring materials from other sources, or developing new materials. Phase 3 continued the process of material development: developer selection, pilot and field testing, and diffusion. Formative and summative evaluation of CMS were recommended for phase 4; revision should follow. (Fourteen information sheets are provided throughout the document. Sample materials are appended.) (YLB).

ED 182 486 **CE 024 008**

Scott, Paul Moye, Mike

The Development and Testing of a Statewide Multilevel Curriculum Management System for Georgia Vocational Education Programs. Curriculum Management Handbook for Vocational Administrators in Comprehensive High Schools, Post-Secondary Area Vocational-Technical Schools and Community College Vocational Programs.

Georgia Univ. Athens. Div. of Vocational Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—79

Contract—G00701962

Note—187p.; Charts may not reproduce well due to small type; For related documents see CE 024 007 and CE 024 070

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC08 Plus Postage

Descriptors—*Administrator Responsibility, *Administrators, *Curriculum, *Curriculum Evaluation, *Management Systems, *Vocational Education, Administrator Guides, Advisory Committees, Articulation Education, Curriculum Development, Delivery Systems, Individualized Instruction, Material Development, Media Selection, Needs Assessment, Program Administration, Program Design, Program Development, School Districts, Systems Development, Task Analysis, Vocational Directors

Identifiers—Curriculum Management

Developed to assist the building-level administrator in implementing a curriculum management system, this handbook considers two of five duties the vocational administrator must perform to meet the obligations of curriculum management: (1) performing curriculum management functions for the vocational program and (2) implementing and conducting an evaluation system for the vocational program. Following a task listing for each of the five duties, the handbook is divided into two sections that describe in detail the tasks and subtasks of duties 4 and 5. The section on the curriculum management duty discusses three major functions/tasks: program design and development; selection and organization of vocational education content, training, and materials; and coordination of human resources for curriculum and instructional purposes. Specific topics include basic beliefs upon which vocational curriculum is based, sample delivery systems, a planning format, strategies for implementation, a vocational education materials development model, articulation, individualized instruction, and classroom management. The section on evaluation is limited to curriculum planning and improvement. Four areas are discussed: collecting and analyzing workforce information, advisory committees and the curriculum, evaluating curriculum materials, and student and employer followup. Followup materials are included. Complete outlines of duties 4 and 5 and an "Administrator's Bookshelf" listing standard references are appended. (YLB).

ED 182 494 **CE 024 031**

Mangano, R. Michael Kryszak, Sarah J.

Vocational Curriculum Resources for Bilingual Students. A Guide to Print and Non-Print Instructional Materials.

Maryland Vocational Curriculum Research and Development Center, College Park

Spons Agency—Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education

Pub Date—79

Available from—The Maryland Vocational Curriculum Production Project, Western Maryland Vocational Resource Center, P.O. Box 5448, McMullen Highway, Cresaptown, MD 21502

Pub Type—Reference Materials—Bibliographies (131)

EDRS Price—MF01/PC11 Plus Postage

Descriptors—*Bilingual Students, *Educational Resources, *Instructional Materials, *Vocational Education, Auto Mechanics, Basic Skills, Business Education, Career Education, Check Lists, Citations References, Consumer Education, Curriculum, Custodian Training, Distributive Education, Drafting, Electrical Occupations, Engineering, Food Service Industry, Health Occupations, Home Economics, Low Ability Students, Publications, Reading Level, Reading Skills, Resource Materials, Woodworking

This guide to vocational curriculum resources for bilingual students consists of instructional checklists for resources identified in the following areas: auto mechanics, basic math skills, basic reading skills, business education, career education, carpentry, custodial and maintenance, distributive education, electricity/electronics, engineering, food industries, health occupations, home economics/needle trades, life skills/consumer education, machine shop, safety, welding, and professional resources. Each checklist, follows a typical format that includes the following sections: (1) title block, (2) intended use, (3) bilingual features, (4) instructional format, (5) non-print material format, (6) special features, (7) material readability, (8) illustrations, (9) print material format, (10) description, (11) comments, and (12) recommendation. A list of publishers/producers contacted during the search for curriculum materials is appended. (LRA).

ED 182 495 **CE 024 032**

Mangano, R. Michael And Others

Vocational Curriculum Resources for Disadvantaged Students. A Guide to Print and Non-Print Instructional Materials. Volume I.

Maryland Vocational Curriculum Research and Development Center, College Park

Spons Agency—Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education

Pub Date—79

Available from—The Maryland Vocational Curriculum Production Project, Western Maryland Vocational Resource Center, P.O. Box 5448, McMullen Highway, Cresaptown, MD 21502

Pub Type—Reference Materials—Bibliographies (131)

EDRS Price—MF01/PC18 Plus Postage

Descriptors—*Disadvantaged Youth, *Educational Resources, *Instructional Materials, *Vocational Education, Auto Mechanics, Basic Skills, Business Education, Career Education, Check Lists, Citations References, Consumer Education, Curriculum, Custodian Training, Distributive Education, Drafting, Electrical Occupations, Engineering, Food Service Industry, Health Occupations, Home Economics, Low Ability Students, Publications, Reading Level, Reading Skills, Resource Materials, Woodworking

Volume 1 of a three-volume guide to vocational curriculum resources for disadvantaged students consists of instructional checklists for resources identified in the following areas: agriculture, auto body repair, automobile mechanics, basic math skills, basic reading skills, business education, carpentry, cosmetology, custodial and maintenance, data processing, distributive education, drafting, electricity, electronics, food industries, graphics, health occupations, home economics/needle trades, life skills/consumer education, machine shop, masonry/concrete, plumbing/pipe fitting, safety, sheet metal, welding, miscellaneous subject areas, and professional resources. Each checklist follows a typical format that includes the following sections: (1) title block, (2) intended use, (3) instructional format, (4) nonprint material format, (5) features for disadvantaged students, (6) material readability, (7) illustrations, (8) print material format, (9) description, (10) comments, and (11) recommendation. A list of publishers/producers contacted during the search for curriculum materials is appended. (LRA).

ED 182 496 **CE 024 033**

Mangano, R. Michael And Others

Vocational Curriculum Resources for Disadvantaged Students. A Guide to Print and Non-Print Instructional Materials. Volume II.

Maryland Vocational Curriculum Research and Development Center, College Park
Spons Agency—Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education
Pub Date—79
Available from—The Maryland Vocational Curriculum Production Project, Western Maryland Vocational Resource Center, P.O. Box 5448, McMullen Highway, Cresaptown, MD 21502
Pub Type—Reference Materials—Bibliographies (131)
EDRS Price—MF01/PC16 Plus Postage
Descriptors—*Disadvantaged Youth, *Educational Resources, *Instructional Materials, *Vocational Education, Auto Mechanics, Basic Skills, Business Education, Career Education, Check Lists, Citations References, Consumer Education, Curriculum, Custodian Training, Distributive Education, Drafting, Electrical Occupations, Engineering, Food Service Industry, Health Occupations, Home Economics, Low Ability Students, Publications, Reading Level, Reading Skills, Resource Materials, Woodworking

Volume 2 of a three-volume guide to vocational curriculum resources for disadvantaged students consists of instructional checklists for resources identified in the following areas: agriculture, auto body repair, automobile mechanics, basic math skills, basic reading skills, business education, career education, carpentry, cosmetology, custodial and maintenance, data processing, distributive education, drafting, electricity, electronics, food industries, graphics, health occupations, home economics/needle trades, life skills/consumer education, machine shop, masonry/concrete, plumbing/pipe fitting, safety, sheet metal, welding, miscellaneous subject areas, and professional resources. Each checklist follows a typical format that includes the following sections: (1) title block, (2) intended use, (3) instructional format, (4) nonprint material format, (5) features for disadvantaged students, (6) material readability, (7) illustrations, (8) print material format, (9) description, (10) comments, and (11) recommendation. A list of publishers/producers contacted during the search for curriculum materials is appended. (LRA).

ED 182 497 CE 024 034
Mangano, R. Michael And Others
Vocational Curriculum Resources for Disadvantaged Students. A Guide to Print and Non-Print Instructional Materials. Volume III.
Maryland Vocational Curriculum Research and Development Center, College Park
Spons Agency—Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education
Pub Date—79
Available from—The Maryland Vocational Curriculum Production Project, Western Maryland Vocational Resource Center, P.O. Box 5448, McMullen Highway, Cresaptown, MD 21502
Pub Type—Reference Materials—Bibliographies (131)
EDRS Price—MF01/PC12 Plus Postage
Descriptors—*Disadvantaged Youth, *Educational Resources, *Instructional Materials, *Vocational Education, Auto Mechanics, Basic Skills, Business Education, Career Education, Check Lists, Citations References, Consumer Education, Curriculum, Custodian Training, Distributive Education, Drafting, Electrical Occupations, Engineering, Food Service Industry, Health Occupations, Home Economics, Low Ability Students, Publications, Reading Level, Reading Skills, Resource Materials, Woodworking

Volume 3 of a three-volume guide to vocational curriculum resources for disadvantaged students consists of instructional checklists for resources identified in the following areas: agriculture, auto body repair, automobile mechanics, basic math skills, basic reading skills, business education, career education, carpentry, cosmetology, custodial and maintenance, data processing, distributive education, drafting, electricity, electronics, food industries, graphics, health occupations, home economics/needle trades, life skills, consumer education, machine shop, masonry/concrete, plumbing/pipe fitting, safety, sheet metal, welding, miscellaneous subject areas, and professional resources. Each checklist follows a typical format that includes the following sections: (1) title block, (2) intended use, (3) instructional format, (4) nonprint material format, (5) features for disadvantaged students, (6) material readability, (7) illustrations, (8) print material format, (9) description, (10) comments, and (11) recommendation. A list of publishers/producers contacted during the search for curriculum materials is appended. (LRA).

ED 182 498 CE 024 035
Mangano, R. Michael And Others
Vocational Curriculum Resources for Handicapped Students. A Guide to Print and Non-Print Instructional Materials.
Maryland Vocational Curriculum Research and Development Center, College Park
Spons Agency—Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education
Pub Date—79
Available from—The Maryland Vocational Curriculum Production Project, Western Maryland Vocational Resource Center, P.O. Box 5448, McMullen Highway, Cresaptown, MD 21502
Pub Type—Reference Materials—Bibliographies (131)
EDRS Price—MF01/PC16 Plus Postage
Descriptors—*Educational Resources, *Handicapped Students, *Instructional Materials, *Vocational Education, Auto Mechanics, Basic Skills, Business Education, Career Education, Check Lists, Citations References, Consumer Education, Curriculum, Custodian Training, Distributive Education, Drafting, Electrical Occupations, Engineering, Food Service Industry, Health Occupations, Home Economics, Low Ability Students, Publications, Reading Level, Reading Skills, Resource Materials, Woodworking

This guide to vocational curriculum resources for handicapped students consists of instructional checklists for resources identified in the following areas: agriculture, auto body repair, automobile mechanics, basic math skills, basic reading skills, business education, career education, carpentry, cosmetology, custodial and maintenance, data processing, electricity, electronics, food industries, graphics, health occupations, home economics/needle trades, life skills, consumer education, safety, welding, miscellaneous subject areas, and professional resources. Each checklist follows a typical format that includes the following sections: (1) title block, (2) intended use, (3) instructional format, (4) nonprint material format, (5) features for handicapped students, (6) material readability, (7) illustrations, (8) print material format, (9) description, (10) comments, (11) prerequisite student skills, and (12) recommendation. A list of publishers/producers contacted during the search for curriculum materials is appended. (LRA).

ED 182 505 CE 024 045
Equipment Operator 1 & C.
Naval Education and Training Program Development Center, Pensacola, Fla
Pub Date—79
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)
EDRS Price—MF01/PC15 Plus Postage
Descriptors—*Equipment Maintenance, *Job Skills, *Military Training, *Operating Engineering, *Vocational Education, Administration, Building Trades, Construction Management, Equipment Utilization, Individualized Instruction, Instructional Materials, Mechanical Equipment, Motor Vehicles
Identifiers—Navy, United States

The Rate Training Manual and Nonresident Career Course (RTM/NRCC) form a self-study package to assist Navy Equipment Operators First and Chief in fulfilling the requirements of their rating. (Navy Equipment Operators First and Chief direct and coordinate efforts of individuals and crews in construction, earthmoving, roadbuilding, quarrying, and well drilling assignments; maintain records and reports on mobile and stationary equipment; and supervise and administer automotive and construction equipment pools.) Designed for individual study and not formal classroom instruction, this manual provides subject matter that relates directly to the occupational standards of the Equipment Operator rating. The subject matter is divided into the following nine chapters: (1) Administration; (2) Techniques of Supervision; (3) Advanced Based Planning, Embarkation, and Project Turnover; (4) Construction Scheduling; (5) Grading, Soil Stabilization, and Road Surfacing; (6) Pits and Quarries; (7) Well Drilling; (8) Construction and Automotive Equipment Pool Management; and (9) Miscellaneous Construction Equipment. Assignments in each chapter involve learning objectives and supporting items designed to lead the student through the course. (BM).

ED 182 506 **CE 024 046**

Demonstration of the Competency-Based Curriculum for Distributive Education and Distributive Cooperative Training Programs. Final Report.

Marshall Univ. Huntington, W. Va. Dept. of Occupational, Adult, and Safety Education
Spons Agency—West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education
Pub Date—80
Contract—MU79-01-002
Note—471p.; Parts of this document may not reproduce well due to small type
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Reports—Descriptive (141)
EDRS Price—MF01/PC19 Plus Postage
Descriptors—*Competency Based Education, *Cooperative Education, *Core Curriculum, *Distributive Education, *Management Systems, *Program Development, Behavioral Objectives, Career Choice, Career Exploration, Cooperative Programs, Curriculum Development, Curriculum Guides, Economics, Individualized Instruction, Individualized Programs, Inservice Teacher Education, Job Skills, Marketing, Program Evaluation, Teaching Guides, Unit Plan, Units of Study
Identifiers—Interstate Distributive Educ Curriculum Consortium

A core curriculum, training plans, and implementation guide developed by the project are included in this final report, which describes activities to resolve problems encountered by teachers using the IDECC (Interstate Distributive Education Curriculum Consortium) system designed for distributive education (DE) and diversified cooperative training (DCT) programs. The implementation guide gives information on (1) preparing IDECC materials for use, (2) becoming acquainted with learning activity packages, (3) use of the system, (4) the core curriculum, and (5) training plans. The competency-based core curriculum, part 1 of a curriculum for DE-DCT programs (junior year), includes an implementation guide and DE, DCT, and economics-career exploration-employability skills curricula. Each core curriculum presents instructional units composed of topics based on competency statements with IDECC code, number of behavioral objectives, and suggested learning resources. An implementation guide, sample training agreement, and training plans for twenty-two occupations comprise part 2 of the curriculum (senior year) competency-based training plans. Competencies not included in the core curriculum have been grouped to form instructional topics. Teachers and training sponsors select tasks/competencies to be developed at the training station or through one of five different instructional strategies. (YLB).

ED 182 507 **CE 024 047**

Taylor, Michael
Topographic Map and Compass Use. Student Manual.
Cornell Univ. Ithaca, N.Y.
Spons Agency—New York State Education Dept. Albany. Office of Occupational and Continuing Education
Pub Date—80
Available from—Instructional Materials Service, 3 Stone Hall, Cornell University, Ithaca, NY 14853 ($3.00)
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Tests, Questionnaires, Evaluation instruments (160)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Maps, *Map Skills, Cartography, Geographic Location, Geography, Learning Activities, Locational Skills Social Studies, Travel
Identifiers—Compass Reading

This student manual is designed to introduce students to topographic maps and compass use. The first of five units included in the manual is an introduction to topographic maps. Among the topics discussed in this unit are uses, sources, and care and maintenance of topographic maps. Unit 2 discusses topographic map symbols and colors and provides a student exercise relating to map symbols. Unit 3, Topographic Map Interpretation, covers topics such as reading directions from a topographic map, latitude and longitude, and elevation. This unit also contains four student exercises relating to map interpretation. The fourth unit provides an introduction to the orienteering compass and provides two student exercises involving naming directions and avoiding obstacles. The final unit explains how to travel by map and compass and gives a student exercise on taking bearings on a topographic map. A topographic map symbol sheet is appended. (LRA).

ED 182 508 **CE 024 049**

Paterson, Dale J.
Guidelines for Keeping the Cornell Farm Account Book. Student Manual.
State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ
Spons Agency—New York State Education Dept. Albany. Office of Occupational and Continuing Education
Pub Date—80
Available from—Instructional Materials Services, 3 Stone Hall, Cornell University, Ithaca, NY 14853 ($2.50)
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Accounting, *Agricultural Education, *Farm Accounts, *Farm Management, *Recordkeeping, *Vocational Education, Bookkeeping, Course Content, Individualized Instruction, Learning Activities, Secondary Education
Identifiers—Cornell Farm Account Book

This student manual contains guidelines for keeping the Cornell Farm Account Book. The manual is divided into the following fifteen units of instruction: (1) Why Keep Records? (2) Operating Expenses, (3) Labor Records, (4) Interest and Debt Payments, (5) Capital Purchases and Improvements, (6) Milk Sales, (7) Crop Sales, (8) Livestock Sold, (9) Miscellaneous Receipts, (10) Summary of Farm Operating Expenses, (11) Summary of Farm Inventory and Farm Net Worth, (12) Calculation of Depreciation, (13) Summary of Farm Receipts and Expenses, (14) Labor Requirements for Livestock and Crops and the Farm Business Chart, and (15) Electronic Accounting Programs. Each unit of instruction is divided into four sections: unit objectives, introductory information and questions, procedures, and sample entries. (LRA).

ED 182 509 **CE 024 050**

Paterson, Dale J.
Guidelines for Keeping the Cornell Farm Account Book. Teacher Manual.
State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ
Spons Agency—New York State Education Dept. Albany. Office of Occupational and Continuing Education
Pub Date—80
Available from—Instructional Materials Services, 3 Stone Hall, Cornell University, Ithaca, NY 14853 ($2.00)
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Accounting, *Agricultural Education, *Farm Accounts, *Farm Management, *Recordkeeping, *Vocational Education, Bookkeeping, Course Content, Individualized Instruction, Learning Activities, Secondary Education, Teaching Guides
Identifiers—Cornell Farm Account Book

This teacher's manual is designed to complement the student manual Guidelines for Keeping Cornell Farm Account Book. The first part of the teacher manual contains lists of concepts that should be taught within each of the fifteen units of instruction. The remainder of the teacher's manual provides the fifteen units of instruction included in the student manual along with the answers to questions within each unit. The fifteen units of instruction are (1) Why Keep Records? (2) Operating Expenses, (3) Labor Records, (4) Interest and Debt Payments, (5) Capital Purchases and Improvements, (6) Milk Sales, (7) Crop Sales, (8) Livestock Sold, (9) Miscellaneous Receipts, (10) Summary of Farm Operating Expenses, (11) Summary of Farm Inventory and Farm Net Worth, (12) Calculation of Depreciation, (13) Summary of Farm Receipts and Expenses, (14) Labor Requirements for Livestock and Crops and the Farm Business Chart, and (15) Electronic Accounting Programs. Each unit of instruction is divided into four sections: objectives of the unit, introductory information and questions, procedures, and sample entries. (LRA).

ED 182 510 CE 024 051

Wolanyk, Alison M. Bishop, Natalie

Dairy Herd Health.

State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ

Spons Agency—New York State Education Dept. Albany. Office of Occupational and Continuing Education

Pub Date—80

Available from—Instructional Materials Services, 3 Stone Hall, Cornell University, Ithaca, NY 14853 ($3.00)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Reference Materials—General (130)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Agricultural Education, *Dairy Farmers, *Disease Control, *Diseases, *Livestock, *Vocational Education, Animal Husbandry, Resource Materials, Secondary Education

This monograph, designed to help secondary students recognize symptoms of major dairy cattle diseases, stresses the need for preventative management practices and cooperation between the dairy farmer and the veterinarian. The first of three parts, The Healthy Animal, is divided into five units: body parts, vital signs, excretions, behavior, and reproductive characteristics. Part 2, Disease and Its Prevention, contains two units: the nature of disease and preventative management practices. The final part, Identifying and Treating Diseases, provides the following nine units: treating the diseased animal, reproductive diseases, mammary diseases, digestive diseases, respiratory diseases, structural diseases, other diseases, parasites, and calf diseases. Each part of the monograph is preceded by a vocabulary list. (LRA).

ED 182 511 CE 024 052

McCaslin, Judith Strand

Fertilizer and Lime: Why They Are Used.

State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ

Spons Agency—New York State Education Dept. Albany. Office of Occupational and Continuing Education

Pub Date—78

Available from—Instructional Materials Service, 3 Stone Hall, Cornell University, Ithaca, NY 14853 ($3.50)

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Agricultural Education, *Fertilizers, *Plant Growth, *Soil Science, * *Vocational Education, Instructional Materials, Land Use, Plant Science, Soil Conservation, Teaching Guides, Transparencies

This unit teaching guide is designed to help teachers explain the principles of fertilizer and lime use. The first of four major sections is a teaching outline keyed to transparency masters and student handouts. Thirteen major areas are covered in the teaching outline: (1) plant needs; (2) uses of fertilizer; (3) nutrients for plant growth; (4) planning the fertilizer program based on the soil test; (5) classification of fertilizers; (6) some types of nitrogen, phosphorus, and potassium fertilizers; (7) reading the fertizer label; (8) soil pH and the use of limestone; (9) rate of application; (10) time of application; (11) application methods; (12) consideration for fertilizer selection and application; and (13) student application exercises. Sections 2 and 3 contain student handouts and a list of teacher and student references. The final section contains overhead transparency masters that complement the unit. (LRA).

ED 182 536 CE 024 119

Instructional Guide for Vocational Power Mechanics. V & TECC Curriculum Guide.

Virginia Polytechnic Inst. and State Univ. Blacksburg. Div. of Vocational-Technical Education

Spons Agency—Virginia State Dept. of Education, Richmond. Div. of Vocational Education

Pub Date—79

Contract—VA-7913306

Note—129p

Available from—Public Information and Publications Office, Virginia Department of Education, Box 6Q, Richmond, VA 23216 (Order No. CG-9, $3.00)

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC06 Plus Postage

Descriptors—*Auto Mechanics, *Power Technology, *Trade and Industrial Education, * Curriculum Development, Curriculum Guides, Fluid Mechanics, Learning Activities, Resource Materials, Secondary Education, Skilled Occupations, Teaching Guides

This trade and industrial curriculum guide for power mechanics is designed for vocational power mechanics programs that provide 960 hours of instruction. The introductory section provides a statement of philosophy, block time schedule, and the objectives for power mechanics. Following the introductory section, fourteen blocks of instruction are presented: (1) orientation; (2) introduction to power mechanics; (3) principles of the internal combustion engine, (4) two-cycle engine; (5) four-cycle engine; (6) introduction to rotary engines; (7) power measurement; (8) operation, routine maintenance, and storage; (9) review; (10) diagnosis and tune up; (11) power transmission; (12) fluid power; (13) pneumatic power; and (14) facility management. Each block provides a list of student objectives and a table that contains the topics of instruction, content/method suggestions, and student activities. Appended material includes a list of instructional aids and an example of a unit guide for block 4. (LRA).

ED 182 537 CE 024 120

Instructional Guide for Vocational Welding. V & TECC Curriculum Guide.

Virginia Polytechnic Inst. and State Univ. Blacksburg. Div. of Vocational-Technical Education

Spons Agency—Virginia State Dept. of Education, Richmond. Div. of Vocational Education

Pub Date—79

Contract—VA-7913306

Note—108p

Available from—Public Information and Documents Office, Virginia Department of Education, Box 6Q, Richmond, VA 23216 (Order No. CG-10, $2.00)

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC05 Plus Postage

Descriptors—*Trade and Industrial Education, *Welders, *Welding, Curriculum Development, Curriculum Guides, Learning Activities, Resource Materials, Secondary Education, Skilled Occupations, Teaching Guides

This trade and industrial curriculum guide for welding is designed for vocational welding programs that provide 960 hours of instruction. The introductory section provides a statement of welding philosophy, objectives, block time schedule, and recommended facilities and equipment. Following the introductory section, ten blocks of instruction are presented: (1) orientation, (2) basic metallurgy, (3) oxy-gas welding, (4) arc welding, (5) metallic inert gas welding, (6) tungsten inert gas welding, (7) fabrication, (8) testing and qualification, (9) specialized processes, and (10) pre-employment. Each block provides a table that lists the units of instruction, informational content of each unit, and skill development activities. In addition, a list of instructional aids is provided for each block. Appended material includes a unit guide example, a list of safety precautions in welding operations, and suggestions for shop management. (LRA).

ED 182 545 CE 024 153

Duenk, Lester G. And Others

Study Guide for Floorcovering (and Instructor's Key). V&TECC Curriculum Guide.

Virginia Polytechnic Inst. and State Univ. Blacksburg. Div. of

Vocational-Technical Education. Virginia State Dept. of Education, Richmond. Div. of Vocational Education
Pub Date—79
Available from—Public Information and Publications Office, Virginia Dept. of Education, Richmond, VA 23216 (Order No. CG-14, $1.75)
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC03 Plus Postage
Descriptors—*Cooperative Education, *Floor Layers, *Vocational Education, Flooring, Instructional Materials, Learning Activities, Occupational Information, Secondary Education

Designed for use with industrial cooperative training programs, this study guide on floor covering installation presents the basic foundation knowledge which must be put to practice on the job. The guide begins with a floor covering occupational brief. Specific topics in this section include status of the occupation, working conditions, salary, and future employment. The remainder of the guide is comprised of the following ten units of instruction: (1) Methods of Fitting Sheet Materials: Freehand Knifing; (2) Scribing, Direct or Straight, Scribing Pipe, and Door Trams; (3) Pattern Scribing; (4) Recess Scribe of Underscribe Seam, Finishing the Job, Installation Tips; (5) Installation Tips on Pattern Matching Sheet Vinyl Floors; (6) Estimating Patterned Sheet Materials; (7) Installation Procedures; (8) How to Test for Moisture Underlayments; (9) Adhesive Recommendations for Installing Resilient Floors; and (10) Adhesives. Each unit follows a typical format: materials needed, references, introduction; assignment, and check-up questions. An instructor's key for the study guide is appended. (LRA).

ED 182 546 CE 024 155

Duenk, Lester G. And Others
Instructional Guide for Air Conditioning and Refrigeration. V & TECC Curriculum Guide.
Virginia Polytechnic Inst. and State Univ. Blacksburg. Div. of Vocational-Technical Education. Virginia State Dept. of Education, Richmond. Div. of Vocational Education
Pub Date—79
Available from—Public Information and Publications Office, Virginia Dept. of Education, Richmond, VA 23216 (Order No. CG-11, $2.00)
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC06 Plus Postage
Descriptors—*Air Conditioning Equipment, *Refrigeration Mechanics, *Trade and Industrial Education, Curriculum Development, Curriculum Guides, Learning Activities, Postsecondary Education, Resource Materials, Secondary Education, Skilled Occupations

This trade and industrial curriculum guide is intended for use in vocational programs that prepare students to enter the air conditioning/refrigeration field. The introductory section provides a statement of philosophy, objectives, block time schedule, and recommended facilities and equipment. Following the introductory section, eighteen blocks of instruction are presented: (1) Orientation; (2) Refrigeration Tools; (3) Copper Tubing and Fittings; (4) Electricity; (5) Air Conditioning and Refrigeration Fundamentals; (6) Compression Systems; (7) Compressors; (8) Evaporators, Condensers, Receivers, and Other Components; (9) Refrigerants; (10) Refrigerant Controls; (11) Domestic Hermetic Refrigerators and Freezers; (12) Window Air Conditioning Units and Residential Air Conditioning Systems; (13) Commercial Air Conditioning Systems; (14) Commercial System Controls; (15) Absorption; (16) Automobile Air Conditioning; (17) Heat Pumps; and (18) Heating Systems. Each block provides a table that lists the units of instruction, informational content of each unit, and skill development activities. In addition, a list of instructional aids is provided for each block. Appended material includes a unit guide example, a list of safety precautions, suggestions for shop management, and additional references. (LRA).

ED 182 547 CE 024 156

Duenk, Lester G. And Others
Study Guide for Carpet Laying (and Instructor's Key). A Resource Guide for Industrial Cooperative Training Programs. V&TECC Curriculum Guide.
Virginia Polytechnic Inst. and State Univ. Blacksburg. Div. of Vocational-Technical Education. Virginia State Dept. of Education, Richmond. Div. of Vocational Education
Pub Date—79
Available from—Public Information and Publications Office, Virginia Dept. of Education, Richmond, VA 23216 (Order No. CG-13, $2.00)
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC03 Plus Postage
Descriptors—*Carpeting, *Cooperative Education, *Floor Layers, *Vocational Education, Flooring, Instructional Materials, Learning Activities, Occupational Information, Secondary Education

This study guide was prepared to aid industrial cooperative training coordinators in the technical training phase of the carpet laying training program. The guide begins with a section related to carpet laying career guidance. Specific topics in the section include status of the occupation, working conditions, salary, qualifications, and future employment. The remainder of the guide is comprised of the following thirteen units of instruction: (1) Measuring and Planning, (2) Cutting, (3) Seaming, (4) Hand Sewing, (5) Rugs and Edge Finishing-Installation, (6) Installation of Tackless Strip, (7) Installation of Underlay, (8) Carpet Installation Procedures, (9) Installation of Foam Rubber Backed Carpet, (10) Commercial or Contract Installations, (11) Alternate Installation Procedures, (12) Carpeting Stairs, and (13) Miscellaneous Installation Problems. Each unit follows a typical format consisting of references, introduction, assignment, and check-up questions. An instructor's key for chapter tests and check-up questions is appended. (LRA).

ED 182 550 CE 024 178

Bilger, Phyllis
A Plan for the Updating and Implementation of Performance-Based Vocational Education Material. Final Report.
Indiana Univ. -Purdue Univ. Ft. Wayne, Ind
Spons Agency—Indiana State Board of Vocational and Technical Education, Indianapolis
Pub Date—79
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Reports—Descriptive (141)
EDRS Price—MF05/PC33 Plus Postage
Descriptors—*Allied Health Occupations Education, *Competency Based Education, *Job Skills, *Medical Assistants, *Task Performance, *Test Construction, Allied Health Occupations, Competence, Curriculum Development, Curriculum Evaluation, Material Development, Medical Services, Occupational Information, Program Development, Secondary Education, Skill Analysis, Skills, Student Evaluation, Surveys, Task Analysis
Identifiers—Domain Referenced Tests, Indiana, Medication Aides

This final report presents five products of a health occupations project conducted (1) to update health occupations data, (2) to field test a performance-based curriculum in secondary programs, and (3) to develop materials (domain-referenced tests) to predetermine student and/or job incumbent competencies prior to entrance into a developed vocational program or job title. The three shortest reports include a summary of the advisory committee, secondary students' field test for medication aide curriculum, and evaluator's report of the field test. A fourth report, the summary of job title survey and health occupations education cluster matrix, includes the original and revised Indiana Health Occupations Cluster matrices, survey materials, and survey data regarding five service areas: patient care, dental care, medical-clerical, veterinary, and public health. Approximately four-fifths of the report consists of the domain-referenced tests (DRTs) for the four domains of the medication aide curriculum: prepare oral medications, administer oral medications, apply and insert medications, and instill medications. Major DRT components include task analysis guides, content identification sheets, common subtasks, identified limits of all content, and sample DRTs. Listing of tasks are also provided for two additional domains: medical asepsis and cleaning and weighing and measuring a patient. (YLB).

ED 182 553 CE 024 188

Legal Assistant Program. A Suggested Two-Year Post-High School Curriculum.

American Association of Community and Junior Colleges, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—OEC-0-74-1440

Note—78p

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—*Course Content, *Guidelines, *Legal Assistants, *Program Administration, *Program Development, *Vocational Education, Course Descriptions, Course Objectives, Course Organization, Curriculum Guides, Legal Education, Postsecondary Education

This curriculum guide for a postsecondary legal assistant program is divided into five sections. Section 1 provides a brief overview of the growth of legal assistant programs. Section 2 discusses the primary factors the college president and other administrators should consider prior to the implementation of a legal assistant program. Topics included in section 2 are assessment of need for a program; facilities and equipment; library materials and structure; and selection of a director. Section 3, on implementing and maintaining the program, covers such topics as establishment of an effective advisory committee; program organization and structure; selection of faculty; admission of students; program maintenance and evaluation; and establishment of an effective placement program. Section 4 discusses the major instructional elements of the program, such as determination of basic objectives and course offerings, selection of textbooks and materials, descriptions of required courses, and other curricular concerns. Course outlines are found in section 5 for both required courses and career electives. The appendix contains a list of general course competencies in paralegalism, a list of demonstration college programs, and a list of contacts from related professional associations. (BM).

ED 182 557 CE 024 202

Harris, Brenda Wheeler, Lillian

The Changing Roles of Males and Females. Curriculum Guide.

Eastern Kentucky Univ. Richmond. Dept. of Home Economics

Pub Date—79

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Females, *Males, *Sex Role, *Sex Stereotypes, Curriculum Guides, Learning Activities, Postsecondary Education, Resource Materials, Secondary Education, Teaching Guides

This curriculum guide is designed to develop an increased awareness of the changing roles of males and females and to provide current relevant information regarding the changing roles of males and females. The guide is divided into five major concepts: (1) perception of masculinity and femininity, (2) physical/biological determinants of male and female characteristics, (3) social/psychological factors influencing roles of males and females, (4) legal discrepancies affecting male and female roles, and (5) males and females in the world of work. Each section (concept) follows a typical format that includes the following parts: supporting concepts, behavioral objectives, specific performance outcomes, and generalization. The remainder of each section is comprised of a table that presents supporting content and generalizations, teaching strategies and learning/evaluating experiences, and resources. Appended to each section are student exercises and assignments, student evaluations, and a list of resources. (LRA).

ED 183 736 CE 024 115

The MOVERS Game (Maximum Support for Vocational Enrollment by Removing Stereotypes).

State Univ. of New York, Utica

Pub Date—79

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Enrollment Influences, *Home Economics, *Role Playing, *Sex Discrimination, *Sex Stereotypes, *Vocational Education, Career Exploration, Core Curriculum, Educational Games, Industrial Arts, Perception, Perspective Taking, Program Development, Role Perception, Secondary Education, Sex Fairness, Sex Role, Simulation

Identifiers—Project MOVE

Intended for a group of twelve to fifteen people with one facilitator (chairperson), this game includes materials and instructions for a simulation activity for individuals concerned with how stereotyping of vocational-occupational education and sex role stereotyping can limit enrollment in vocational and occupational programs. Eight group members role play people from the community and public school system serving on a special committee which is to make a recommendation to the administration and school board on whether or not a proposal of a consultant group will be implemented. (Their recommendations include required home economics and industrial arts courses and providing vocational courses or occupational programs for non-college bound students.) The roles include a male business and industry representative, female PTA president, president of teachers' union, district director of counseling, district curriculum director, female high school senior, district chairperson of Unified Practical Arts-Home Economics and Industrial Arts, and BOCES (Board of Cooperative Educational Services) Occupational Education director. Other group members are observers. The game simulation proceeds from committee member position statements and discussion to observer responses, general discussion, and brainstorming. Role descriptions and directions for observers are provided. (YLB).

ED 183 762 CE 024 211

Home Economics Education. Food and Nutrition Modules. Samples for Levels III, IV, and V. Fifth in a Series.

New York State Education Dept. Albany. Bureau of Occupational Education Curriculum Development

Pub Date—79

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Foods Instruction, *Home Economics, *Nutrition Instruction, Behavioral Objectives, Careers, Consumer Education, Employment Opportunities, Health, High Schools, Home Management, Interpersonal Relationship, Learning Activities, Learning Modules, Safety, State Curriculum Guides, Student Evaluation

Identifiers—New York

Based on the New York State homemaking-family living curriculum, this collection of thirty-six sample food and nutrition modules are the fifth in a series of curriculum planning guides. Organized by instructional level (grades 9-12) and by food and nutrition content emphasis (management, buymanship, leisure, career, health and safety, and relationships), there are two modules for each content emphasis at each of three instructional levels. Each module contains learning and behavioral outcomes, suggested classroom and Future Homemakers of America (FHA) learning experiences, and suggested measures of student progress. An introductory section includes "Steps in Planning a Course of Study," "Course Outline for Home Economics Education, Part I," "Guidelines for Evaluating and Editing Home Economics Modules,"and a sample module format; all are discussed in greater detail in related documents, ED 140 066 and ED 140 069. A scope of learning chart showing suggested learning outcomes for each content emphasis precedes each instructional level section. Among the modules included are: Herbology, Food in Your Future, Powers of Advertising, Supermarkets and Their Conscious Plan for You, Entertaining at Home, Your Future in Food and Nutriton, Success on the Job, Food Poisoning and You, Glorious Grains, Social Influences on Food, and Eating Out is Fun. (MEK).

ED 183 783 CE 024 314

Handbook for Home Economics Pre-Employment Laboratory Education Teachers.

Texas Tech Univ. Lubbock. Home Economics Instructional

Materials Center

Spons Agency—Texas Education Agency, Austin. Dept. of Occupational Education and Technology

Pub Date—79

Available from—Home Economics Instructional Materials Center, Texas Tech University, P.O. Box 4067, Lubbock, TX 79409 ($5.50)

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Home Economics Skills, *Occupational Home Economics, *Program Development, Advisory Committees, Educational Facilities, Guides, Instruction, Job Skills, Public Relations, Safety, Secondary Education

Identifiers—Future Homemakers of America, Preemployment Laboratory Education Program

This handbook for home economics pre-employment laboratory education (PELE) teachers is divided into ten chapters. The first chapter provides detailed descriptions of each PELE program and possible career opportunities related to each program. Chapter 2 expounds upon the importance of the advisory council to the program. The third chapter describes the facilities, equipment, and supplies required for the PELE program. Focusing on student selection, chapter 4 discusses the eligibility of students, factors to consider when selecting students, and student recruitment. In addition, this section contains a sample application for enrollment and a sample student rating sheet. The fifth chapter focuses on classroom instruction and management and discusses instructional materials and evaluation. Chapter 6 describes laboratory instruction and management practices for controlling equipment and supplies, maintaining laboratory facilities and equipment, organizing students, maintaining business and industry standards, evaluating students' laboratory work, and sharing the laboratory with other teachers. Safety precautions are discussed in the seventh chapter followed by a discussion of budget, records, and reports in chapter 8. The organization and role of the Future Homemakers of America is presented in chapter 9. The final chapter gives guidelines for conducting a public relations program. (LRA).

ED 183 784 CE 024 315

Pre-Employment Laboratory Education. Home Furnishings/Interior Design Guidebook.

Texas Tech Univ. Lubbock. Home Economics Instructional Materials Center

Spons Agency—Texas Education Agency, Austin. Dept. of Occupational Education and Technology

Pub Date—79

Available from—Home Economics Instructional Materials Center, Texas Tech University, P.O. Box 4067, Lubbock, TX 79409 ($7.50)

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Home Furnishings, *Interior Design, *Occupational Home Economics, Curriculum Guides, Furniture Arrangement, Home Economics Skills, Job Skills, Lesson Plans, Program Descriptions, Program Development, Secondary Education, Teaching Guides

Identifiers—Preemployment Laboratory Education Program

This guidebook is designed for use in teaching students enrolled in pre-employment laboratory education (PELE) home furnishing/interior design programs. The first of two major sections includes an overview for teachers on planning, conducting, and evaluating a home furnishings/interior design program. Specific topics discussed in section 1 include (1) facilities and equipment, (2) teacher responsibilities, (3) student selection, (4) scheduling, (5) classroom instruction, (6) laboratory management, (7) laboratory experiences, and (8) utilization of class output. Section 2 presents the PELE home furnishings/interior design curriculum. Lesson plans are presented within five areas: construction of home furnishings items, design in home furnishings, arrangement of interiors, floral design, and introduction to the home furnishings industry. Each lesson plan follows a typical format that includes six parts: subject title, competency, objectives, sub-competencies, laboratory skills, and classroom concepts. A detailed reference list is appended. (LRA).

ED 183 785 CE 024 316

Pre-Employment Laboratory Education. Child Care Guidebook.

Texas Tech Univ. Lubbock. Home Economics Instructional Materials Center

Spons Agency—Texas Education Agency, Austin. Dept. of Occupational Education and Technology

Pub Date—78

Available from—Home Economics Instructional Materials Center, Texas Tech University, P.O. Box 4067, Lubbock, TX 79409 ($7.50)

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Child Care Occupations, *Day Care Centers, *Occupational Home Economics, Child Development, Curriculum Guides, Home Economics Skills, Job Skills, Program Descriptions, Program Development, Secondary Education, Teaching Guides

Identifiers—Preemployment Laboratory Education Program

This guidebook is designed for use in teaching students enrolled in secondary pre-employment laboratory education (PELE) child care programs. The first of two major sections includes an overview for teachers in planning, conducting, and evaluating a child care program. Specific topics discussed in section 1 include (1) the school-operated center, (2) the public child care center, (3) student selection, (4) scheduling, (5) laboratory experiences, (6) classroom instruction, and (7) evaluation. Section 2 presents the PELE child care curriculum. Lesson plans are presented within eight areas: introduction to child care services, environment, development, behavior, routines, children's program, special groups, and center management. Each lesson plan follows a typical format that includes six parts: subject title, competency, objectives, sub-competencies, laboratory skills, and classroom concepts. A detailed reference list is appended. (LRA).

ED 183 786 CE 024 317

Pre-Employment Laboratory Education. Clothing/Fashion Design Guidebook.

Texas Tech Univ. Lubbock. Home Economics Instructional Materials Center

Spons Agency—Texas Education Agency, Austin. Dept. of Occupational Education and Technology

Pub Date—79

Available from—Home Economics Instructional Materials Center, Texas Tech University, P.O. Box 4067, Lubbock, TX 79409 ($7.50)

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Clothing Design, *Fashion Industry, *Occupational Home Economics, Curriculum Guides, Home Economics Skills, Job Skills, Program Descriptions, Program Development, Secondary Education, Sewing Instruction, Teaching Guides

Identifiers—Preemployment Laboratory Education Program

This guidebook is designed for use in teaching students enrolled in preemployment laboratory education (PELE) clothing/fashion design programs. The first of two major sections includes an overview for teachers on planning, conducting, and evaluating a PELE clothing/fashion design program. Specific topics discussed in section 1 include (1) facilities and equipment, (2) teacher responsibilities, (3) student selection, (4) scheduling, (5) classroom instruction, (6) laboratory management, (7) laboratory experiences, and (8) utilization of class output. Section 2 presents the PELE clothing/fashion design curriculum. Lesson plans are presented withn seven areas: sewing and pressing techniques, custom sewing, repair and alteration procedures, design in clothing, fashion design and production, fashion merchandising, and routine business procedures. Each lesson plan follows a typical format that includes six parts: subject title, competency, objectives, sub-competencies, laboratory skills, and classroom concepts. A detailed reference list is appended. (LRA).

ED 183 787 CE 024 318

Pre-Employment Laboratory Education. Food Service Guidebook.

Texas Tech Univ. Lubbock. Home Economics Instructional Materials Center

Spons Agency—Texas Education Agency, Austin. Dept. of Occupational Education and Technology

Pub Date—79

Available from—Home Economics Instructional Materials Center, Texas Tech University, P.O. Box 4067, Lubbock, TX 79409 ($7.50)

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Food Service, *Food Service Occupations, *Occupational Home Economics, Curriculum Guides, Food Service Industry, Home Economics Skills, Job Skills, Program Descriptions, Program Development, Secondary Education, Teaching Guides

Identifiers—Preemployment Laboratory Education Program

This guidebook is designed for use in teaching students enrolled in preemployment laboratory education (PELE) food service programs. The first of two major sections includes an overview for teachers on planning, conducting, and evaluating a PELE food service program. Specific topics discussed in section 1 include (1) facilities and equipment, (2) teacher responsibilities, (3) student selection, (4) scheduling, (5) laboratory experiences, (6) classroom instruction, (7) factors involved in planning, (8) how to plan and execute a food function, (9) laboratory management, (10) safety, and (11) sanitation. Section 2 presents the PELE food service curriculum. Lesson plans are presented within five areas: introduction to the food service industry, equipment, quantity food methods, quantity food production, and food service techniques. Each lesson plan follows a typical format that includes six parts: subject title, competency, objectives, subcompetencies, laboratory skills, and classroom concepts. A detailed reference list is appended. (LRA).

ED 183 788 CE 024 319

Handbook for Vocational Education for the Handicapped.

Texas Tech Univ. Lubbock. Home Economics Instructional Materials Center

Spons Agency—Texas Education Agency, Austin. Dept. of Occupational Education and Technology

Pub Date—78

Available from—Home Economics Instructional Materials Center, Texas Tech University, P.O. Box 4067, Lubbock, TX 79409 ($5.50)

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Disabilities, *Program Development, *Vocational Education, Advisory Committees, Budgets, Career Education, Classroom Environment, Counseling, Educational Facilities, Guidelines, Mainstreaming, Program Descriptions, Public Relations, Safety, Secondary Education, Student Organizations, Teaching Guides

Identifiers—Texas

This four-part handbook is designed to aid teachers in planning, conducting, and evaluating vocational education programs for the handicapped (VEH). The handbook is based on identified competencies needed by VEH teachers in any area of vocational education. Part 1, on the operation of the program, includes chapters on laws pertaining to the handicapped; vocational education for the handicapped program; teacher responsibilities; facilities and equipment; students; and budget, records, and report. The section on instruction and management of the program includes chapters on managing the behavior of VEH students, classroom instruction and management, laboratory instruction and management, and safety. Part 3 aids the teacher in interpreting the program through the advisory council and public relations. The fourth part, which deals with working effectively with students, includes counseling and guidance, orientation to the world of work, and vocational youth organizations. Ways to work with handicapped students who are mainstreamed into regular vocational education classes are also included. (LRA).

ED 183 794 CE 024 330

Mining Careers and Safety Curriculum Guide.

Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education

Pub Date—79

Contract—KY7813103

Note—316p. ; Some pages may not reproduce well because of light, broken type

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC13 Plus Postage

Descriptors—*Career Education, *Safety, *Vocational Education, Course Content, Curriculum Guides, Grade 12, Health, High Schools, Injuries, Learning Activities, Safety Education, Teaching Guides

Identifiers—Coal Mining

This mining careers and safety curriculum guide was developed to be used in a senior level high school course (175 two-hour class periods). Course goals include certification that students have completed the forty-eight hours of new underground coal mining training required by federal law. Twenty-three units of instruction are included: History of Coal; Geology of Coal; Chemistry of Coal; Use of Coal; Basic Introduction to Coal Mining; Mine Gases; Ventilation, and Dust Control; Fires and Explosions; Blasting; Roof and Rib Control; Electricity; Transportation and Communication; Modern Mining Methods: Underground; Drainage; Health and Safety; Modern Mining Methods: Surface; First Aid; Preparation, Sampling, and Analysis; Surveying and Mapping; Environment: Land, Water, Air; Labor Relations; Occupational Opportunities; and 48-Hour Preemployment Review. Each unit contains five major sections: unit outline, objectives, resources, presentation and activities, and glossary of terms. Also included is a list of guidelines for field trips and a list of references. (LRA).

ED 183 819 CE 024 377

Military Curricula for Vocational & Technical Education. Veterinary Specialist, Blocks III-VI.

Air Force Training Command, Sheppart AFB, Tex. Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—75

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Animal Husbandry, *Food and Drug Inspectors, *Food Service, *Food Standards, *Microbiology, Behavioral Objectives, Course Descriptions, Curriculum Guides, Food Processing Occupations, Food Service Occupations, Learning Activities, Livestock, Postsecondary Education, Programed Instructional Materials, Study Guides, Textbooks, Vocational Education, Workbooks, Zoology

Identifiers—Military Curriculum Project

These instructor materials and student texts, study guides, and workbooks for a postsecondary-level course to train veterinary specialists are one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. It is the first half of a two-part course (see Note) intended to provide training in food inspection; laboratory procedures; subprofessional duties concerning veterinary sciences; sanitary surveillance of food processing, storage, and service facilities; control and epidemiology of zoonotic diseases; and veterinary aspects of disaster medicine. Dealing with microbiology, food handling, food laboratory, and meat and meat products, this section contains four blocks of instruction covering 122 hours of instruction: microbiology (3 lessons), medical aspects of food handling (2 lessons), food laboratory (3 lessons), and meat and meat products (5 lessons). Instructor materials include a course chart, Specialty Training Standard, for use in student evaluation, lesson plans, and a plan of instruction detailing unit content, lesson duration, objectives, and support material. Student materials include four student texts, study guide, two study guides/workbooks, and programmed text.

Contents are objectives, text readings, review exercises, and laboratory experiments. Commercial texts, military manuals, and audiovisuals are suggested but not provided. (YLB).

ED 183 820 CE 024 378

Military Curricula for Vocational & Technical Education. Veterinary Specialist, Blocks VII-XI, 1-4.

Air Force Training Command, Sheppart AFB, Tex. Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—75

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Animal Husbandry, *Disease Control, *Food and Drug Inspectors, *Food Standards, *Veterinary Medicine, Behavioral Objectives, Course Descriptions, Curriculum Guides, Food Processing Occupations, Food Service Occupations, Learning Activities, Postsecondary Education, Study Guides, Textbooks, Vocational Education, Workbooks

Identifiers—Chickens, Dairy Industry, Eggs, Military Curriculum Project

These instructor materials and student texts, study guides, and workbooks for a postsecondary-level course to train veterinary specialists are one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. It is the second half of a two-part course (see Note) intended to provide training in food inspection; laboratory procedures; subprofessional duties concerning veterinary sciences; sanitary surveillance of food processing, storage, and service facilities; control and epidemiology of zoonotic diseases; and veterinary aspects of disaster medicine. Dealing with poultry and egg inspection, dairy products, miscellaneous foods, food technology, and animal services, this section contains five blocks of instruction covering eighty-eight hours of instruction: Dairy and Dairy Products (2 lessons), Miscellaneous Foods (2 lessons), Food Technology (2 lessons), and Animal Service and Zoonoses Control Activities (4 lessons). Instructor materials include a course chart, Speciality Training, for use in student evaluation, lesson plans, and a plan of instruction detailing unit content, lesson duration, objectives, and support material. Student materials include seven student texts, student workbook, and three study guide/workbooks. Contents are objectives, text readings, review exercises, and laboratory experiments. Commerical texts, military manuals, and audiovisuals are suggested but not provided. (YLB).

ED 183 821 CE 024 380

Military Curricula for Vocational & Technical Education. Light Frame Construction I.

Naval Construction Training Center, Port Hueneme, Calif. Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—75

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC10 Plus Postage

Descriptors—*Building Trades, *Construction Process, *Trade and Industrial Education, *Woodworking, Behavioral Objectives, Course Descriptions, Criterion Referenced Tests, Curriculum Guides, High Schools, Learning Activities, Lesson Plans, Postsecondary Education, Secondary Education, Teaching Guides

Identifiers—Military Curriculum Project

This training manual for a secondary-postsecondary-level course in light frame construction I is one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. Purpose stated for the fifty-hour course is for students to develop the skills required in basic substructure framing, wall framing, and roof framing. The outline of instruction, which suggests number of hours of classroom instruction and shop devoted to each course objective, is based on the following outline: sills and girders, floor joists and solid bridging, subfloors and wall plates, wall members, ceiling and roof construction, gable and studs, and course summarization. The instructor guide lists objectives, texts, references, tools, equipment, materials, training aids, and training aid equipment. Lesson plans for each section contain instructional materials, objectives, criterion tests, homework, and instructor and student activities. Job sheets for use as student handouts include references, tools and equipment, and procedures for performing the tasks. Required chapters from a recommended text are provided. A second text, commercial references, films, and transparencies are suggested. (Light frame construction II course is available—see Note.) (YLB).

ED 183 822 CE 024 381

Military Curricula for Vocational & Technical Education. Light Frame Construction II.

Naval Construction Training Center, Port Hueneme, Calif. Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—76

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Building Trades, *Construction Process, *Equipment Maintenance, *Equipment Utilization, *Trade and Industrial Education, *Woodworking, Behavioral Objectives, Course Descriptions, Criterion Referenced Tests, Curriculum Guides, High Schools, Learning Activities, Lesson Plans, Machine Repairers, Postsecondary Education, Repair, Secondary Education, Teaching Guides

Identifiers—Military Curriulum Project

This training manual for a secondary-postsecondary level course in light frame construction II is one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. Purpose stated for the fifty-five hour course is for students to interpret construction drawings for the layout of wood frame members for service-type stairs and all types of rafters and to set up, operate, and perform operator's maintenance on trailer-mounted saws. Course prerequisites are Applied Builder Mathematics and Light Frame Construction I (see Note). The outline of instruction, which suggests number of hours of classroom instruction and shop devoted to each course objective, is based on the following outline: trailer mounted saws, roof framing plan, common rafters, hip and valley rafters, hip and valley jacks, roof truss construction, stair construction, and course summarization. The instructor guide lists objectives, texts, references, tools, equipment, materials, training aids, and training aid equipment. Lesson plans for each section contain instructional materials, objectives, criterion tests, homework, and instructor and student activities. Job sheets for use as student handouts include references, tools and equipment, and procedures for performing the tasks. Required chapters from a recommended text are provided. A second text, commercial references, films, and transparencies are suggested. (YLB).

ED 183 823 CE 024 382

Military Curricula for Vocational & Technical Education. Carpentry Specialist, 3-15.

Air Force Training Command, Sheppart AFB, Tex. Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—74

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF02 Plus Postage. PC Not Available from EDRS

Descriptors—*Cabinetmaking, *Carpenters, *Trade and Industrial

Education, *Woodworking, Behavioral Objectives, Building Trades, Construction Process, Course Descriptions, Curriculum Guides, Equipment Utilization, Finishing, Hand Tools, High Schools, Learning Activities, Machine Tools, Postsecondary Education, Prefabrication, Study Guides, Workbooks

Identifiers—Military Curriculum Project

This plan of instruction, lesson plans, and study guides and workbooks for a secondary-postsecondary-level course in carpentry is one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. Purpose stated for the 233.5-hour course is to provide basic-level training in carpentry. The following topics are covered: carpenter's hand tools, portable power tools, and shop tools; construction and maintenance of wood structures; installation of building hardware; and erection of prefabricated buildings. The plan of instruction, which suggests number of class instruction, shop, and study hours devoted to each course objective, is based on four blocks of instruction: Introduction to Carpentry (5 units), Cabinet Construction (9 units), Building Construction (6 units), and Building Finishing Work (7 units). Contents of the lesson plans include criterion objectives, equipment needed, outline with presentation and application, evaluation, and assignment. Study guides present the information needed to complete the unit or make assignments in other publications which contain the required information. Workbooks contain work procedures such as missions (exercises), problems, and questions. Although not provided, two textbooks, Modern Carpentry and Modern Woodworking, are required, and five films are recommended. (YLB).

ED 183 824 CE 024 383

Military Curricula for Vocational & Technical Education. Computer System Operation, 4-3.

Army Inst. of Administration, Ft. Benjamin Harrison, Ind. Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—79

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC10 Plus Postage

Descriptors—*Computers, *Computer Science Education, *Data Processing, *Input Output, *Programed Instructional Materials, Behavioral Objectives, Clerical Occupations, Course Descriptions, Data Processing Occupations, High Schools, Input Output Devices, Learning Activities, Magnetic Tapes, Postsecondary Education, Secondary Education, Textbooks, Vocational Education

Identifiers—Military Curriculum Project

This program on instruction and programmed student texts for a secondary-postsecondary-level computer system operator course are one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. Purpose stated for the ten-lesson course is to provide the necessary information to perform all steps that are required to prepare a job for processing on a computer system. The plan of instruction gives objectives and references for these lessons: Introduction to Data Processing; Punch Card Input and Output; Input and Output Printers; Magnetic Tape Input and Output; Magnetic Disk Input and Output; Channels, Control Units and Physical Addresses; Job Control Language; Concepts in Computer Processing; Application Programs; and Data Representation. The programmed student texts for each topic present all or some of the following information for each lesson: an introduction, objectives, training aids, training material, and self-evaluation (review exercises) with answers. (YLB).

ED 183 825 CE 024 386

Military Curricula for Vocational & Technical Education. Construction Electrician/Power and Communications Cable Splicing, 5-3.

Naval Construction Training Center, Gulfport, Miss. Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—77

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF04 Plus Postage. PC Not Available from EDRS

Descriptors—*Building Trades, *Electrical Systems, *Electricians, *Telephone Communications Systems, *Trade and Industrial Education, Behavioral Objectives, Communications, Course Descriptions, Curriculum Guides, Grade 12, High Schools, Learning Activities, Postsecondary Education, Teaching Guides, Technology, Workbooks

Identifiers—Cable Assemblers, Military Curriculum Project

This curriculum outline, instructor's guide, and student's guide for a secondary-postsecondary-level course in construction electrician/power and communications cable splicing are one of a number of military-developed curriculum packages developed for adaptation to vocational instruction and curriculum development in a civilian setting. Purpose stated for the 341-hour course is to provide knowledge of the techniques and procedures for (1) joining power cable employing straight and branched joints, terminations, and live end caps for aerial and underground cable systems and (2) constructing straight budge and butt splices in lead and plastic sheathed communication cable. The plan of instruction is based on the following four-unit outline: Introduction (1 lesson, 5 hours), Telephone Cable Splicing (3 lessons, 91 hours), Power Cable Splicing (12 lessons, 238 hours), and Planning and Estimating (2 lessons, 7 hours). The curriculum outline lists objectives, hours of instruction, references, and equipment needs. Contents of the instructor's guide include instructional materials, objectives, criterion tests, homework, and outlines of instruction, including instructor and student activities. The student's guide contains objectives, information sheets, job sheets, and review exercises. A required chapter from a recommended text is also provided. (YLB).

ED 183 826 CE 024 387

Military Curricula for Vocational & Technical Education. Telephone Equipment Installer-Repairman, 5-4.

Air Force Training Command, Sheppart AFB, Tex. Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—74

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF02/PC20 Plus Postage

Descriptors—*Electrical Occupations, *Equipment Maintenance, *Telephone Communications Systems, Autoinstructional Aids, Behavioral Objectives, Course Descriptions, Electricity, Electronics, High Schools, Individual Instruction, Learning Activities, Postsecondary Education, Skilled Occupations, Textbooks, Transistors, Workbooks

Identifiers—Military Curriculum Project

These individualized, self-paced student texts and workbooks for a secondary-postsecondary-level course in telephone equipment installation and repair is one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. Purpose stated for the course is to provide the student with information about electrical fundamentals, transistors, telephony and telephone systems, and telephone station installation, testing, and maintenance. The four-volume course consists of four texts with reading assignments: Introduction (2 chapters), Telephone Construction and Repair (3 chapters), Substation Installation (5 chapters), and Key Systems and Intercommunications (6 chapters). The four volumes of the student workbook correspond with the volumes of the text. Each workbook contains objectives, a study reference guide, and chapter and volume review exercises with answers. (YLB).

ED 183 827 CE 024 388

Military Curricula for Vocational & Technical Education. Offset Printing, 5-5.

Defense Mapping School, Ft. Belvoir, Va. Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.
Pub Date—74
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF06/PC38 Plus Postage
Descriptors—*Charts, *Industrial Education, *Maps, *Photography, *Printing, *Reprography, Behavioral Objectives, Course Descriptions, Curriculum Guides, Graphic Arts, High Schools, Industrial Arts, Learning Activities, Lesson Plans, Postsecondary Education, Programed Instructional Materials, Semiskilled Occupations, Textbooks, Workbooks
Identifiers—Bindery Workers, Lithography, Military Curriculum Project, Offset Lithography, Photolithography

These lesson plans and student materials—some programmed texts and a workbook—for a secondary-postsecondary-level course in offset printing are one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. Purpose stated for the 250-hour course is to provide a working knowledge of the operation of lighographic offset presses in the reproduction of maps, charts, and other printed-line work and a general knowledge of the fundamentals of printing-bindery. The course consists of two sections: Press Fundamentals (8 lessons, 110 hours) and Offset Press Operating Procedures (5 lessons, 140 hours). The lesson plans include objectives, hours of class time, training aids and devices, student materials and equipment, references, lesson outlines suggesting instructional tactics, and student practical exercises and printing problems with grading sheets and answers. Student programmed texts, which are provided for a number of the lessons, also contain self-tests. The student workbook provides student outlines for each lesson which include objectives, study references, supplementary information, and space for student comments. A glossary of photolithographic terms and pertinent excerpts from the Army technical manual, Offset Photolithography and Map Reproduction, are also provided. (YLB).

ED 183 828 **CE 024 389**

Military Curricula for Vocational & Technical Education. Medical Laboratory Specialist (Basic) Part I, 10-14.
Department of the Army, Washington, D.C. Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.
Pub Date—75
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF10 Plus Postage. PC Not Available from EDRS
Descriptors—*Laboratory Procedures, *Laboratory Technology, *Medical Technologists, Allied Health Occupations Education, Behavioral Objectives, Chemistry, Course Descriptions, Curriculum Guides, High Schools, Learning Activities, Lesson Plans, Postsecondary Education
Identifiers—Bacteriology, Blood, Military Curriculum Project

These instructor plans of instruction, lesson plans, and student text and review materials for a secondary-postsecondary-level course for medical laboratory specialist are one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. It is the first of two courses (see Note) designed to provide the necessary knowledge and techniques to perform basic procedures in a medical laboratory. The outline of instruction suggests number of hours of class time devoted to each of four subject areas, a total of 412 hours of instruction: Basic Procedures in Hematology (14 lessons, 128 hours), Basic Procedures in Immunohematology and Blood Banking (8 lessons, 64 hours), Basic Procedures in Clinical Chemistry (17 lessons, 120 hours), and Basic Procedures in Medical Bacteriology (37 lessons, 100 hours). Instructor materials include outlines of the subject areas and lesson plans listing objectives, texts, references, tools and equipment, training aids, and lecture outline. Student materials include some review materials and required excerpts from the Army Training Manual 8-227. (YLB).

ED 183 829 **CE 024 390**

Military Curricula for Vocational & Technical Education. Medical Laboratory Specialist (Basic) Part II, 10-15.
Department of the Army, Washington, D.C. Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.
Pub Date—75
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Laboratory Procedures, *Laboratory Technology, *Medical Technologists, Allied Health Occupations Education, Behavioral Objectives, Course Descriptions, Curriculum Guides, High Schools, Learning Activities, Lesson Plans, Postsecondary Education, Workbooks
Identifiers—Military Curriculum Project, Parasitic Infections

These instructor plans of instruction and lesson plans and student text and review materials for a secondary-postsecondary-level course for medical laboratory specialist are one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. It is the second of two courses (see Note) designed to provide the necessary knowledge and techniques to perform basic procedures in a medical laboratory. The outline of instruction suggests number of hours of class time devoted to each of four subject areas, a total of 132 hours of instruction: Basic Procedures in Urinalysis (7 lessons, 48 hours), Basic Procedures in Serology (7 lessons, 24 hours), and Basic Procedures in Parasitology (19 lessons, 60 hours). Instructor materials include outlines of the subject areas and lesson plans listing objectives, texts, references, tools and equipment, training aids, and lecture outline. Student materials include a workbook on basic medical parasitology and text materials from the Army Training Manual 8-227. (YLB).

ED 183 830 **CE 024 391**

Military Curricula for Vocational & Technical Education. Refrigeration & Air Conditioning Specialist, Blocks I-II.
Air Force Training Command, Sheppart AFB, Tex. Ohio State Univ. Columbus. National Center for Research in Vocational Education
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.
Pub Date—74
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC18 Plus Postage
Descriptors—*Air Conditioning, *Air Conditioning Equipment, *Electric Circuits, *Equipment Maintenance, *Hand Tools, *Machine Tools, *Refrigeration, * Behavioral Objectives, Course Descriptions, Curriculum Guides, Equipment Utilization, High Schools, Learning Activities, Postsecondary Education, Programed Instructional Materials, Refrigeration Mechanics, Study Guides, Textbooks, Trade and Industrial Education, Workbooks
Identifiers—Military Curriculum Project

This plan of instruction, study guides, workbooks, and programmed texts for a secondary-postsecondary-level course in refrigeration and air conditioning are one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. It is the first section of a three-part course (see Note for other sections) intended to train students in identification, location, function, installation, operational checking, servicing, repair, and maintenance of refrigeration and air conditioning systems. Dealing specifically with the use of hand and special tools, refrigeration materials, and electrical principles, this section contains two blocks covering 93.5 hours of instruction: Fundamentals (3 lessons) and Electricity (3 lessons). The plan of instruction contains an outline of the teaching steps, criterion objectives, lesson duration, correlation of tasks with a training standard, and support materials and guidance. Student materials include three study guides with text information, objectives, review exercises, and references; three workbooks with performance exercises; and five programmed texts for individualized instruction. Commercial texts, military technial manuals, and audiovisual aids are suggested, but not provided. Materials may be adapted for individualized instruction, remedial work, or independent study. (YLB).

ED 183 831 **CE 024 392**

Military Curricula for Vocational & Technical Education. Refrigeration & Air Conditioning Specialist, Blocks III-V, 11-7.

Air Force Training Command, Sheppart AFB, Tex. Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—74

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC15 Plus Postage

Descriptors—*Air Conditioning, *Air Conditioning Equipment, *Equipment Maintenance, *Refrigeration, Behavioral Objectives, Course Descriptions, Curriculum Guides, Equipment Utilization, High Schools, Learning Activities, Postsecondary Education, Refrigeration Mechanics, Study Guides, Trade and Industrial Education, Workbooks

Identifiers—Military Curriculum Project

This plan of instruction, study guides, and workbooks for a secondary-postsecondary-level course in refrigeration and air conditioning are one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. It is the second section of a three-part course (see Note for other sections) intended to train students in identification, location, function, installation, operational checking, servicing, repair, and maintenance or refrigeration and air conditioning systems. Dealing specifically with basic refrigeration, refrigeration controls and accessories, and domestic and commercial refrigeration, this section contains three blocks covering 230 hours of instruction: Basic Refrigeration (4 lessons), Refrigeration Controls and Accessories (3 lessons), and Domestic and Commercial Refrigeration (2 lessons). The plan of instruction contains an outline of the teaching steps, criterion objectives, lesson duration, correlation of tasks with a training standard, and support materials and guidance. Student materials include four study guides with text information, objectives, review exercises, and references and four workbooks with performance exercises. Commercial texts, military technical manuals, and audiovisual aids are suggested, but not provided. Materials may be adapted for individualized instruction or presented in a group setting. (YLB).

ED 183 832 **CE 024 393**

Military Curricula for Vocational & Technical Education. Refrigeration and Air Conditioning Specialist, Blocks VI-IX.

Air Force Training Command, Sheppart AFB, Tex. Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—75

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF04/PC28 Plus Postage

Descriptors—*Air Conditioning, *Air Conditioning Equipment, *Equipment Maintenance, *Refrigeration, Behavioral Objectives, Course Descriptions, Curriculum Guides, Equipment Utilization, High Schools, Learning Activities, Postsecondary Education, Refrigeration Mechanics, Study Guides, Trade and Industrial Education, Workbooks

Identifiers—Military Curriculum Project

This plan of instruction, study guides, and workbooks for a secondary-postsecondary-level course in refrigeration and air conditioning are one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. It is the third section of a three-part course (see Note for other sections) intended to train students in identification, location, function, installation, operational checking, servicing, repair, and maintenance of refrigeration and air conditioning systems. Dealing specifically with special refrigeration systems, water conditioning, absorption air conditioning (AC), AC controls, AC equipment, and evaporative cooling systems, this section contains four blocks covering 269.5 hours of instruction: Special Refrigeration System, Cooling Towers, Water Pumps, Water Conditioning, and Absorption AC System (5 lessons); AC Controls; (5 lessons); AC (7 lessons); and evaporative Cooling Systems (1 lesson). The plan of instruction contains an outline of the teaching steps, criterion objectives, lesson duration, correlation of tasks with a training standard, and support materials and guidance. Student materials include eight study guides with text information, objectives, review exercises, and references and eight workbooks with performance exercises. Commercial texts, military technical manuals, and audiovisual aids are suggested, but not provided. Materials may be adapted for individualized instruction or presented in a group setting. (YLB).

ED 183 833 **CE 024 398**

Military Curricula for Vocational & Technical Education. Social Problems of Police Administration, 14-2.

Air Force School of Applied Aerospace Sciences, Lakeland AFB, Tex. Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—75

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Administrative Policy, *Group Behavior, *Law Enforcement, *Minority Groups, *Police Education, *Social Psychology, Behavioral Objectives, Course Descriptions, Cultural Traits, Curriculum Guides, Labeling of Persons, Learning Activities, Organizations Groups, Postsecondary Education, Psychological Needs, Social Bias, Vocational Education, Workbooks

Identifiers—Military Curriculum Project

Both teacher and student materials are included in this guide for a postsecondary course intended to provide training in the psychological aspects of confrontation, disturbance, or disorder. One of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting, the course consists of six lessons covering thirty-five hours of instruction. Subject matter for the course focuses on social science concepts, the psychology of crowds and mobs, the personal recognition of discrimination and prejudice, minority groups and their contributions to the United States, and analyzing reports. The plan of instruction, which suggests number of class hours to be devoted to each objective, is based on the following outline: Personal Perception (2 hours), Social Science Concepts and Theory (11 hours), Prejudice, Discrimination, and Minority Groups (8 hours), Crowds and Mobs (5 hours), After-Action Reports (3 hours), and Student Reports (6 hours). The course relies heavily on outside reading and individual activities. Lesson plans, behavioral objectives, textual material, and lists of additional readings are included along with suggested films and transparency sets (not included). Activities are directed at raising individual awareness of the social and psychological problems inherent in the imposition of authority on minority groups; correction and/or recognizing discrimination and prejudice on the part of individuals and the system; and developing strategies for handling these problems. It is noted that material is applicable to police training, teacher education, or supervisory courses. (MEK).

ED 183 834 **CE 024 399**

Military Curricula for Vocational & Technical Education. Diver Second Class, 15-3.

Naval Diving and Salvaging School, Washington, D.C. Ohio State Univ. Columbus. National Center for Research in Voca-

tional Education
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.
Pub Date—76
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF18/PC31 Plus Postage
Descriptors—*Equipment Maintenance, *Equipment Utilization, *Navigation, *Seafarers, *Team Training, *Trade and Industrial Education, Behavioral Objectives, Course Descriptions, Curriculum Guides, First Aid, High Schools, Learning Activities, Meteorology, Physical Fitness, Postsecondary Education, Skilled Occupations, Teaching Guides, Welding, Workbooks
Identifiers—Diving, Marine Equipment, Marine Occupations, Military Curriculum Project, Scuba Divers

This curriculum outline, student guide, and instructor guide for a secondary-postsecondary-level course in scuba diving (diver second class) is one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. Purpose stated for the 425-hour course is to provide training necessary to perform operational activities and maintain open circuit scuba surface supplied air diving equipment and related accessories/equipment as a member of a team. The plan of instruction suggests number of lessons and hours of classroom and laboratory time for twelve units: Physical Conditioning, Diving Physics, Medical Aspects of Diving, Open Circuit Scuba Diving, Diving Orientation, Underwater Basic, Underwater Advanced, Lightweight Diving, Underwater Tools, Underwater Cutting and Welding, Diving Equipment Repair, and Hyperbaric Chamber. The curriculum outline describes objectives and lesson duration and lists equipment needs and references. Contents of the student guide include objectives and information, assignment, job, and notetaking sheets. The instructor guide contains objectives, outline of instruction, and student and instructor activities. An additional military diving manual is recommended with the note that it may be obtained from the Government Printing Office. The course could be used in a group situation or adapted for individual study. (YLB).

ED 183 835 **CE 024 400**
Military Curricula for Vocational & Technical Education. Fabric Repair Specialist, 18-1.
Army Quartermaster School, Ft. Lee, Va. Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.
Pub Date—76
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)
EDRS Price—MF08 Plus Postage. PC Not Available from EDRS
Descriptors—*Clothing Instruction, *Occupational Home Economics, *Sewing Instruction, *Sewing Machine Operators, *Textiles Instruction. Adult Vocational Education, Behavioral Objectives, Course Descriptions, Curriculum Guides, Learning Activities, Needle Trades, Postsecondary Education, Secondary Education, Workbooks
Identifiers—Canvas, Sewing Machine Repairers, Webbing

Designed to provide a knowledge of skills required to alter and repair individual clothing, textile, canvas, and webbed items, the materials include teaching guides, student workbooks, and texts. One of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting, the course is divided into nine subject areas covering 218 hours of instruction. Subject areas and number of lessons and total hours are as follows: (1) Inspecting, Marking, Classifying, Resizing (3 lessons, 3 hours), (2) Hand Sewing Clothing (1 lesson, 1 hour), (3) Clothing and Textile Repair, Sewing Machines (11 lessons, 18 hours), (4) Machine Sewing Clothing and Textiles (13 lessons, 46 hours), (5) Clothing and Textile Shop Operations (2 lessons, 14 hours, (6) Nomenclature, Inspection, Hand Repairs to Canvas (7 lessons, 24 hours), (7) Canvas Repair Sewing Machines (14 lessons, 30 hours), (8) Canvas Repair Shop Operations (1 lesson, 14 hours), and (9) Tailoring (12 lessons, 68 hours). Printed instructor materials include lesson plans with both objectives and text references. Practical and written exams for subject areas 6-8 listed above are also included. Student workbooks and texts include many drawings. Videotapes suggested under audiovisual aids are not included. (MEK).

ED 183 836 **CE 024 401**
Military Curricula for Vocational & Technical Education. Fabrication and Parachute Specialist, 18-2.
Ohio State Univ. Columbus. National Center for Research in Vocational Education. Technical Training Center, Chanute AFB, Ill
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.
Pub Date—78
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC10 Plus Postage
Descriptors—*Sewing Instruction, *Sewing Machine Operators, Behavioral Objectives, Clothing Instruction, Course Descriptions, High Schools, Learning Activities, Needle Trades, Occupational Home Economics, Postsecondary Education, Textiles Instruction, Workbooks
Identifiers—Military Curriculum Project, Parachutes

This teaching guide and student workbook for a 157-hour course in textile and sewing instruction is one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. The twelve lessons include textile terminology, hand and machine-sewn seams, and operation and maintenance of sewing machines. Parachutes and flight clothing are used as examples for study in the instructional materials. The plan of instruction, which suggests number of hours of class time devoted to each objective, is divided into three blocks with separate titles. Block I, Sewing Principles and Lightweight Sewing Machines, consists of seven lessons: Textile Terminology (2 hours), Hand Sewn Seams (6 hours), Hardware Installation (2 hours), Operation/-Maintenance of Class 31 Sewing Machine (22 hours), Machine Sewn Seams (19 hours), Identification/Construction/Maintenance of Personnel/Organizational Clothing (23 hours), and Technical Order Diagram and Blueprint Interpretation (4 hours). Block 2, Textile Fabrication and Medium Weight Sewing Machines, contains three lessons: Operation and Maintenance of Class 111 Sewing Machines (27 hours), Pattern Design and Layout (5 hours). Block 3, Parachute Systems Repair and Special Sewing Machines, consists of two lessons: Personnel Parachute Repair Using Class 31 Sewing Machine (16 hours) and Operation and Maintenance of Class 7 Sewing Machine (6 hours). Instructor materials include criterion objectives and list of support materials needed. The student study guides/workbooks parallel this plan of instruction and contain objectives, information (text) and exercises. (Films referenced are not provided.) (MEK).

ED 183 837 **CE 024 402**
Military Curricula for Vocational & Technical Education. Sewing Machine Maintenance, 18-3.
Ohio State Univ. Columbus. National Center for Research in Vocational Education. Technical Training Center, Chanute AFB, Ill
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.
Pub Date—78
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC05 Plus Postage
Descriptors—*Equipment Maintenance, *Machine Repairers, *Trade and Industrial Education, Behavioral Objectives, Course Descriptions, Curriculum Guides, High Schools, Learning Activities, Postsecondary Education, Workbooks
Identifiers—Military Curriculum Project, Sewing Machine Repairers

This teaching guide, student study guide, and student workbook are designed for self- or group-paced instruction in skill and knowledge areas needed for sewing maintenance. They constitute one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. The instructor materials include an outline of student qualitative requirements and a plan of instruction detailing criterion objectives, duration of the lessons, and support materials needed. Student materials include objectives, information (text), references, and activities or written exercises. The scope of training includes structural and functional features, inspection, timing, adjustment, troubleshooting malfunctions, and overhaul of sewing machines used in the repair of parachutes, fabric, and leather materials. (MEK).

ED 183 838 CE 024 403

Military Curricula for Vocational & Technical Education. Materiel Facilities Specialist, 19-1.

Air Force Training Command, Lowry AFB, Colo. Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—78

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF03 Plus Postage. PC Not Available from EDRS

Descriptors—*Data Processing, *Facility Inventory, *Storage, *Supplies, *Warehouses, Behavioral Objectives, Course Descriptions, Equipment, Equipment Storage, High Schools, Learning Activities, Postsecondary Education, Programed Instructional Materials, Semiskilled Occupations, Textbooks, Vocational Education

Identifiers—Military Curriculum Project

These programmed student texts for a secondary-postsecondary-level course for a materiel facilities specialist are one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. Purpose stated for the sixty-three-hour course is to provide knowledge in the physical handling of supplies and equipment, particularly in receiving, preparing for storage, storing, segregating, maintaining inventory, delivering, and preparing for shipment. The course consists of four subject matter blocks: Introduction (2 lessons, 5 hours), Data Processing (6 lessons, 12.5 hours), Storage Functions (7 lessons, 23 hours), and Materiel Processing (7 lessons, 23.5 hours). Printed teacher materials are limited to a course chart indicating lesson topics and instructional hours. Student programmed texts contain objectives, informative materials, review exercises, and answers. (YLB).

ED 183 839 CE 024 406

Gardner, David C. And Others

Allied Health Teacher's Manual. Project HIRE.

Boston Univ. Mass. School of Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—79

Contract—G007701947

Note—141p.; For related documents see CE 024 117-118, CE 024 407-424, and CE 024 740

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC06 Plus Postage

Descriptors—*Allied Health Occupations Education, *Allied Health Personnel, *Autoinstructional Aids, *Learning Disabilities, *Remedial Instruction, *Vocabulary Development, Allied Health Occupations, Audiovisual Instruction, Dictionaries, Hospitals, Housekeepers, Instructional Materials, Learning Activities, Mastery Tests, Medical Services, Mild Mental Retardation, Problem Sets, Secondary Education, Small Group Instruction, Teaching Guides, Vocabulary, Vocational Education

Identifiers—Project HIRE

Designed as supplemental material to on-going instruction in the vocational program, this teacher's manual to the Allied Health series is intended to accompany three dictionary booklets (available as CE 024 407-409) for use by handicapped students to help them master the core vocabulary taught in the trade. Information presented in the manual includes an introduction to the materials, student outcomes, teaching suggestions, an alphabetical index to the vocabulary taught in the series, and use of the materials. Answer keys are given for the activity sheets and check-up pages which accompany each of the fourteen lessons in this set. "Master" copies of the activity sheets and check-ups are also provided. Informative materials on Project HIRE which developed these materials, occupational information, and an annotated bibliography of selected materials are appended. This is one of five series of materials developed by Project HIRE. The two-volume final report of the project is available as CE 024 117 and CE 024 118. See Note for the other series.) (YLB).

ED 183 840 CE 024 407

Gardner, David C. And Others

Allied Health Dictionary 1. Project HIRE.

Boston Univ. Mass. School of Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—79

Contract—G007701947

Note—104p.; For related documents see CE 024 117-118, CE 024 406-424, and CE 024 740

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Reference Materials—Vocabularies/Classifications (134)

EDRS Price—MF01/PC05 Plus Postage

Descriptors—*Allied Health Occupations Education, *Autoinstructional Aids, *Hospitals, *Learning Disabilities, *Remedial Instruction, *Vocabulary Development, Allied Health Occupations, Allied Health Personnel, Audiovisual Instruction, Definitions, Dictionaries, Housekeepers, Individual Instruction, Instructional Materials, Medical Services, Secondary Education, Small Group Instruction, Vocabulary, Vocational Education

Identifiers—Project HIRE

Designed as supplemental material to on-going instruction in the vocational program, this first of three picture dictionary booklets in the Allied Health series is intended to assist the learning handicapped student to master the core vocabulary taught in the trade. Intended for individual or small group instruction with minimal supervision, this module contains seven lessons: (1) The Hospital, (2-3), Hospital Workers; (4) Hospital Support Departments, (5) Diagnostic Departments, and (6-7) Patient Care Units. The format for each lesson includes (1) general directions, with a list of words taught in that lesson, and (2) each word presented on a separate page with a representative picture and simple definition. (The module is intended for use with a cassette tape and flash cards.) An alphabetical index to the vocabulary words in the module is given at the back of the booklet. Two other dictionaries in this series are available as CE 024 408 and CE 024 409. An accompanying teacher's manual is available separately as CE 024 406. (This is one of five series of materials developed by Project HIRE. The two-volume final report of the project is available as CE 024 117 and CE 024 118. See Note for the other series.) (YLB).

ED 183 841 CE 024 408

Gardner, David C. And Others

Allied Health Dictionary 2. Project HIRE.

Boston Univ. Mass. School of Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—79

Contract—G007701947

Note—46p.; For related documents see CE 024 117-118, CE 024 406-424, and CE 024 740

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Reference Materials—Vocabularies/Classifications (134)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Allied Health Occupations Education, *Autoinstructional Aids, *Learning Disabilities, *Medicalservices, *Remedial Instruction, *Vocabulary Development, Allied Health Occupations, Allied Health Personnel, Audiovisual Instruction, Definitions, Dictionaries, Hospitals, Housekeepers, Individual Instruction, Instructional Materials, Secondary Education, Small Group Instruction, Vocabulary, Vocational Education

Identifiers—Project HIRE

Designed as supplemental material to on-going instruction in the vocational program, this second of three picture dictionary booklets in the Allied Health series is intended to assist the learning handicapped student to master the core vocabulary taught in the trade. Intended for individual or small group instruction with minimal supervision, this module contains four lessons: (1) Body Positions, (2) Bed Positions, (3) Travel Aids, and (4) Wheelchair. The format for each lesson includes (1) general directions, with a list of words taught in that lesson, and (2) each word presented on a separate page with a representative picture and simple definition. (The module is intended for use with a cassette tape and flash cards.) An alphabetical index to the vocabulary words in the module is given at the back of the booklet. Two other dictionaries in this series are available as CE 024 407 and CE 024 409. An accompanying teacher's manual is available separately as CE 024 406. (This is one of five series of materials developed by Project HIRE. The two-volume final report of the project is available as CE 024 117 and CE 024 118. See Note for the other series.) (YLB).

ED 183 842 CE 024 409

Gardner, David C. And Others
Allied Health Dictionary 3. Project HIRE.
Boston Univ. Mass. School of Education
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—79
Contract—G007701947
Note—50p. ; For related documents see CE 024 117-118, CE 024 406-424, and CE 024 740
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Reference Materials—Vocabularies/Classifications (134)
EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Allied Health Occupations Education, *Autoinstructional Aids, *Housekeepers, *Learning Disabilities, *Remedial Instruction, *Vocabulary Development, Allied Health Occupations, Allied Health Personnel, Audiovisual Instruction, Definitions, Dictionaries, Hospitals, Individual Instruction, Instructional Materials, Medical Services, Secondary Education, Small Group Instruction, Vocabulary, Vocational Education
Identifiers—Project HIRE

Designed as supplemental material to on-going instruction in the vocational program, this third of three picture dictionary booklets in the Allied Health series is intended to assist the learning handicapped student to master the core vocabulary taught in the trade. Intended for individual or small group instruction with minimal supervision, this module contains three lessons: (1) Housekeeping Supplies, and (2-3) Housekeeping Tools. The format for each lesson includes (1) general directions, with a list of words taught in that lesson, and (2) each word presented on a separate page with a representative picture and simple definition. (The module is intended for use with a cassette tape and flash cards.) An alphabetical index to the vocabulary words in the module is given at the back of the booklet. Two other dictionaries in this series are available as CE 024 407 and CE 024 408. An accompanying teacher's manual is available separately as CE 024 406. (This is one of five series of materials developed by Project HIRE. The two-volume final report of the project is available as CE 024 117 and CE 024 118. See Note for the other series. (YLB).

ED 183 843 CE 024 410

Gardner, David C. And Others
Arc Welding Teacher's Manual. Project HIRE.
Boston Univ. Mass. School of Education
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—79
Contract—G007701947
Note—147p. ; For related documents see CE 024 117-118, CE 024 406-424, and CE 024 740
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC06 Plus Postage
Descriptors—*Autoinstructional Aids, *Learning Disabilities, *Remedial Instruction, *Trade and Industrial Education, *Vocabulary Development, *Welding, Audiovisual Instruction, Dictionaries, Instructional Materials, Learning Activities, Mastery Tests, Mild Mental Retardation, Problem Sets, Secondary Education, Small Group Instruction, Teaching Guides, Vocabulary, Welders
Identifiers—Project HIRE

Designed as supplemental material to on-going instruction in the vocational program, this teacher's manual to the Arc Welding series is intended to accompany three dictionary booklets (available as CE 024 411, CE 024 412, and CE 024 413) for use by handicapped students to help them master the core vocabulary taught in the trade. Information presented in the manual includes an introduction to the materials, student outcomes, teaching suggestions, an alphabetical index to the vocabulary taught in the series, and use of the materials. Answer keys are given for the activity sheets and check-up pages which accompany each of the fourteen lessons in this set. "Master" copies of the activity sheets and check-ups are also provided. Informative materials on Project HIRE, which developed these materials, occupational information, and an annotated bibliography of selected materials are appended. (This is one of five series of materials developed by project HIRE. The two-volume final report of the project is available as CE 024 117 and CE 024 118. See Note for the other series.) (YLB).

ED 183 844 CE 024 411

Gardner, David C. And Others
Arc Welding Dictionary 1. Project HIRE.
Boston Univ. Mass. School of Education
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—79
Contract—G007701947
Note—67p. ; For related documents see CE 024 117-118, CE 024 406-424, and CE 024 740
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Reference Materials—Vocabularies/Classifications (134)
EDRS Price—MF01/PC03 Plus Postage
Descriptors—*Autoinstructional Aids, *Learning Disabilities, *Remedial Instruction, *Trade and Industrial Education, *Vocabulary Development, *Welding, Audiovisual Instruction, Definitions, Dictionaries, Individual Instruction, Instructional Materials, Secondary Education, Small Group Instruction, Vocabulary, Welders
Identifiers—Project HIRE

Designed as supplemental material to on-going instruction in the vocational program, this first of three picture dictionary booklets in the Arc Welding series is intended to assist the learning handicapped student to master the core vocabulary taught in the trade. Intended for individual or small group instruction with minimal supervision, this module contains four lessons: (l) Safety, (2) Outer Clothes, (3) Operation of Equipment, and (4) Work Area. The format for each lesson is (1) general directions, including a list of words taught in that lesson, and (2) each word presented on a separate page with a representative picture and simple definition. (The module is intended for use with a cassette tape and flash cards.) An alphabetical index to the vocabulary words in the module is given at the back of the booklet. Two other dictionaries in this series are available as CE 024 412 and CE 024 413. An accompanying teacher's manual is available separately as CE 024 410. (This is one of five series of materials developed by Project HIRE. The two-volume final report of the project is available as CE 024 117 and CE 024 118. See Note for the other series.) (YLB).

ED 183 845 CE 024 412

Gardner, David C. And Others
Arc Welding Dictionary 2. Project HIRE.
Boston Univ. Mass. School of Education
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—79
Contract—G007701947
Note—71p. ; For related documents see CE 024 117-118, CE 024 406-424, and CE 024 740
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Reference Materials—Vocabularies/Classifications (134)
EDRS Price—MF01/PC03 Plus Postage
Descriptors—*Autoinstructional Aids, *Learning Disabilities, *Remedial Instruction, *Trade and Industrial Education, *Vocabulary Development, *Welding, Audiovisual Instruction,

Definitions, Dictionaries, Individual Instruction, Instructional Materials, Secondary Education, Small Group Instruction, Vocabulary, Welders

Identifiers—Project HIRE

Designed as supplemental material to on-going instruction in the vocational program, this second of three picture dictionary booklets in the Arc Welding series is intended to assist the learning handicapped student to master the core vocabulary taught in the trade. Intended for individual or small group instruction with minimal supervision, this module contains four lessons: (1) Electrode and Electrode Code, (2) Equipment, (3) Welding Tools, and (4) Welding Materials. The format for each lesson includes (1) general directions, with a list of words taught in that lesson, and (2) each word presented on a separate page with a representative picture and simple definition. The module is intended for use with a cassette tape and flash cards.) An alphabetical index to the vocabulary words in the module is given at the back of the booklet. Two other dictionaries in this series are available as CE 024 411 and CE 024 413. An accompanying teacher's manual is available as CE 024 410. (This is one of five series of materials developed by Project HIRE. The two-volume final report of the project is available as CE 024 117 and CE 024 118. See Note for the other series.) (YLB).

ED 183 846 CE 024 413

Gardner, David C. And Others

Arc Welding Dictionary [illegible] HIRE.

Boston Univ. Mass. S[illegible]ducation

Spons Agency—Office [illegible] Education (DHEW), Washington, D.C.

Pub Date—79

Contract—G007701947

Note—77p. ; For related documents see CE 024 117-118, CE 024 406-424, and CE 024 740

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Reference Materials—Vocabularies/Classifications (134)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—*Autoinstructional Aids, *Learning Disabilities, *Remedial Instruction, *Trade and Industrial Education, *Vocabulary Development, *Welding, Audiovisual Instruction, Definitions, Dictionaries, Individual Instruction, Instructional Materials, Secondary Education, Small Group Instruction, Vocabulary, Welders

Identifiers—Project HIRE

Designed as supplemental material to on-going instruction in the vocational program, this third of three picture dictionary booklets in the Arc Welding series is intended to assist the learning handicapped student to master the core vocabulary taught in the trade. Intended for individual or small group instruction with minimal supervision, this module contains six lessons: (1) Groove Welds, (2) Welding Symbols, (3) Basic Joints, (4) Parts of a Weld, (5) Welds, and (6) Measurement. The format for each lesson is (1) general directions, including a list of words taught in that lesson, and (2) each word presented on a separate page with a representative picture and simple definition. (The module is intended for use with a cassette tape and flash cards.) An alphabetical index to the vocabulary words in the module is given at the back of the booklet. Two other dictionaries in this series are available as CE 024 411 and CE 024 412. An accompanying teacher's manual is available separately as CE 024 410. (This is one of five series of materials developed by Project Hire. The two-volume final report of the project is available as CE 024 117 and CE 024 118. See Note for the other series.) (YLB).

ED 183 847 CE 024 414

Gardner, David C. And Others

Culinary Arts Teachers Manual. Project HIRE.

Boston Univ. Mass. School of Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—79

Contract—G007701947

Note—160p. ; For related documents see CE 024 117-118, CE 024 406-424, and CE 024 740

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC07 Plus Postage

Descriptors—*Autoinstructional Aids, *Cooking Instruction, *Learning Disabilities, *Occupational Home Economics, *Remedial Instruction, *Vocabulary Development, Audiovisual Instruction, Cooks, Dictionaries, Food Service, Food Service Occupations, Food Service Workers, Foods Instruction, Instructional Materials, Learning Activities, Mastery Tests, Mild Mental Retardation, Problem Sets, Secondary Education, Small Group Instruction, Teaching Guides, Vocabulary

Identifiers—Project HIRE

Designed as supplemental material to on-going instruction in the vocational program, this teacher's manual to the Culinary Arts series is intended to accompany three dictionary booklets (available as CE 024 415-417) for use by handicapped students to help them master the core vocabulary taught in the trade. Information presented in the manual includes an introduction to the materials, student outcomes, teaching suggestions, an alphabetical index to the vocabulary taught in the series, and use of the materials. Answer keys are given for the activity sheets and check-up pages which accompany each of the fifteen lessons in this set. "Master" copies of the activity sheets and check-up are also provided. Informative materials on Project HIRE which developed these materials, occupational information, and an annotated bibliography of selected materials are appended. (This is one of five series of materials developed by Project HIRE. The two-volume final report of the project is available as CE 024 117 and CE 024 118. See Note for the other series.) (YLB).

ED 183 848 CE 024 415

Gardner, David C. And Others

Culinary Arts Dictionary 1. Project HIRE.

Boston Univ. Mass. School of Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—79

Contract—G007701947

Note—82p. ; For related documents see CE 024 117-118, CE 024 406-424, and CE 024 740

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Reference Materials—Vocabularies/Classifications (134)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—*Autoinstructional Aids, *Cooking Instruction, *Learning Disabilities, *Occupational Home Economics, *Remedial Instruction, *Vocabulary Development, Audiovisual Instruction, Cooks, Definitions, Dictionaries, Food Service, Food Service Occupations, Food Service Workers, Foods Instruction, Individual Instruction, Instructional Materials, Secondary Education, Small Group Instruction, Vocabulary

Identifiers—Project HIRE

Designed as supplemental material to on-going instruction in the vocational program, this first of three picture dictionary booklets in the Culinary Arts series is intended to assist the learning handicapped student to master the core vocabulary taught in the trade. Intended for individual or small group instruction with minimal supervision, this module contains five lessons: (1) Cutting; (2—3) Measuring, (4) Mixing, and (5) Straining. The format for each lesson includes directions, with a list of words taught in that lesson, and (2) each word presented on a separate page with a representative picture and simple definition. (The module is intended for use with a cassette tape and flash cards.) An alphabetical index to the vocabulary words in the module is given at the back of the booklet. Two other dictionaries in this series are available as CE 024 416 and CE 024 417. An accompanying teacher's manual is available separately as CE 024 414. (This is one of five series of materials developed by Project HIRE. The two volume final report of the project is available as CE 024 117 and CE 024 118. See Note for the other series.) (YLB).

ED 183 849 CE 024 416

Gardner, David C. And Others

Culinary Arts Dictionary 2. Project HIRE.

Boston Univ. Mass. School of Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—79

Contract—G007701947

Note—73p. ; For related documents see CE 024 117-118, CE 024 406-424, and CE 024 740

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Reference Materials—Vocabularies/Classifications (134)
EDRS Price—MF01/PC03 Plus Postage
Descriptors—*Autoinstructional Aids, *Cooking Instruction, *Learning Disabilities, *Occupational Home Economics, *Remedial Instruction, *Vocabulary Development, Audiovisual Instruction, Cooks, Definitions, Dictionaries, Food Service, Food Service Occupations, Food Service Workers, Foods Instruction, Individual Instruction, Instructional Materials, Secondary Education, Small Group Instruction, Vocabulary
Identifiers—Project HIRE

Designed as supplemental material to on-going instruction in the vocational program, this second of three picture dictionary booklets in the Culinary Arts series is intended to assist the learning handicapped student to master the core vocabulary taught in the trade. Intended for individual or small group instruction with minimal supervision, this module contains four lessons: (1) Top of Stove Cooking, (2) Frying and Sauteing, (3) Frying and Sauteing, and (4) Baking and Storage. The format for each lessn includes (1) general directions, with a list of words taught in that lesson, and (2) each word presented on a separate page with a representative picture and simple definition. (The module is intended for use with a cassette tape and flash cards.) An alphabetical index to the vocabulary words in the module is given at the back of the booklet. Two other dictionaries in this series are available as CE 024 415 and CE 024 417. An accompanying teacher's manual is available separately as CE 024 414. (This is one of five series of materials developed by Project HIRE. The two-volume final report of the project is available as CE 024 117 and CE 024 118. See Note for the other series.) (YBL).

ED 183 850 **CE 024 417**
Gardner, David C. And Others
Culinary Arts Dictionary 3. Project HIRE.
Boston Univ. Mass. School of Education
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—79
Contract—G007701947
Note—88p.; For related documents see CE 024 117-118, CE 024 406-424, and CE 024 740
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Reference Materials—Vocabularies/Classifications (134)
EDRS Price—MF01/PC04 Plus Postage
Descriptors—*Autoinstructional Aids, *Cooking Instruction, *Learning Disabilities, *Occupational Home Economics, *Remedial Instruction, Audiovisual Instruction, Cooks, Definitions, Dictionaries, Food Service, Food Service Occupations, Food Service Workers, Foods Instruction, Individual Instruction, Instructional Materials, Secondary Education, Small Group Instruction, Vocabulary, Vocabulary Development
Identifiers—Project HIRE

Designed as supplemental material to on-going instruction in the vocational program, this third of three picture dictionary booklets in the Culinary Arts series is intended to assist the learning handicapped student to master the core vocabulary taught in the trade. Intended for individual or small group instruction with minimal supervision, this module contains six lessons: (1) Soups, (2) Vegetables, (3) Sauces, (4-5) Meat, and (6) Desserts. The format for each lesson includes (1) general directions, with a list of words taught in that lesson, and (2) each word presented on a separate page with a representative picture and simple definition. (The module is intended for use with a cassette tape and flash cards.) An alphabetical index to the vocabulary words in the module is given at the back of the booklet. Two other dictionaries in this series are available as CE 024 415 and CE 024 416. An accompanying teacher's manual is available separately as CE 024 414. (This is one of five series of materials developed by Project HIRE. The two-volume final report of the project is available as CE 024 117 and CE 024 118. See Note for the other series.) (YLB).

ED 183 851 **CE 024 418**
Gardner, David C. And Others
Graphic Arts Teacher's Manual. Project HIRE.
Boston Univ. Mass. School of Education
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—79
Contract—G007701947
Note—119p.; For related documents see CE 024 406-424, CE 024 117-118, and CE 024 740
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques--Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC05 Plus Postage
Descriptors—*Autoinstructional Aids, *Graphic Arts, *Learning Disabilities, *Printing, *Remedial Instruction, *Vocabulary Development, Audiovisual Instruction, Dictionaries, Industrial Arts, Industrial Education, Instructional Materials, Learning Activities, Mastery Tests, Mild Mental Retardation, Problem Sets, Secondary Education, Semiskilled Occupations, Small Group Instruction, Teaching Guides, Vocabulary
Identifiers—Bindery Workers, Project HIRE

Designed as supplemental material to on-going instruction in the vocational program, this teacher's manual to the Graphic Arts series is intended to accompnay three dictionary booklets (available as CE 024 419, CE 024 420, and CE 024 740) for use by handicapped students to help them master the core vocabulary taught in the trade. Information presented in the manual includes an introduction to the materials, student outcomes, teaching suggestions, an alphabetical index to the vocabulary taught in the series, and use of the materials. Answer keys are given for the activity sheets and check-up pages which accompany each of the nine lessons in this set. "Master" copies of the activity sheets and check-ups are also provided. Informative materials on Project HIRE which developed these materials, occupational information, and an annotated bibliography of selected materials are appended. (This is one of five series of materials developed by Project HIRE. The two-volume final report of the project is available as CE 024 117 and CE 024 118. See Note for the other series.) (YLB).

ED 183 852 **CE 024 419**
Gardner, David C. And Others
Graphic Arts Dictionary 1. Project HIRE.
Boston Univ. Mass. School of Education
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—79
Contract—G007701947
Note—72p.; For related documents see CE 024 117-118, CE 024 406-424, and CE 024 740
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Reference Materials—Vocabularies/Classifications (134)
EDRS Price—MF01/PC03 Plus Postage
Descriptors—*Autoinstructional Aids, *Graphic Arts, *Learning Disabilities, *Printing, *Remedial Instruction, *Vocabulary Development, Audiovisual Instruction, Definitions, Dictionaries, Individual Instruction, Industrial Arts, Industrial Education, Instructional Materials, Secondary Education, Semiskilled Occupations, Small Group Instruction, Vocabulary
Identifiers—Bindery Workers, Project HIRE

Designed as supplemental material to on-going instruction in the vocational program, this first of three picture dictionary booklets in the Graphic Arts series is intended to assist the learning handicapped student to master the core vocabulary taught in the trade. Intended for individual or small group instruction with minimal supervision, this module contains four lessons dealing with binding and printing. The format for each lesson includes (1) general directions, with a list of words taught in that lesson, and (2) each word presented on a separate page with a representative picture and simple definition. (The module is intended for use with a cassette tape and flash cards.) An alphabetical index to the vocabulary words in the module is given at the back of the booklet. Two other dictionaries in this series are available as CE 024 420 and CE 024 740. An accompanying teacher's manual is available separately as CE 024 418. (This is one of five series of materials developed by Project HIRE. The two-volume final report of the project is available as CE 024 117 and CE 024 118. See Note for the other series.) (YLB).

ED 183 853 **CE 024 420**
Gardner, David C. And Others

Graphic Arts Dictionary 2. Project HIRE.
Boston Univ. Mass. School of Education
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—79
Contract—G007701947
Note—62p.; For related documents see CE 024 117-118, CE 024 406-424, and CE 024 740
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Reference Materials—Vocabularies/Classifications (134)
EDRS Price—MF01/PC03 Plus Postage
Descriptors—*Autoinstructional Aids, *Graphic Arts, *Learning Disabilities, *Printing, *Remedial Instruction, *Vocabulary Development, Audiovisual Instruction, Definitions, Dictionaries, Individual Instruction, Industrial Arts, Industrial Education, Instructional Materials, Secondary Education, Semiskilled Occupations, Small Group Instruction, Vocabulary
Identifiers—Bindery Workers, Project HIRE

Designed as supplemental material to on-going instruction in the vocational program, this second of three picture dictionary booklets in the Graphic Arts series is intended to assist the learning handicapped student to master the core vocabulary taught in the trade. Intended for individual or small group instruction with minimal supervision, this module contains three lessons dealing with binding and printing. The format for each lesson includes (1) general directions, including a list of words taught in that lesson, and (2) each word presented on a separate page with a representative picture and simple definition. (The module is intended for use with a cassette tape and flash cards.) An alphabetical index to the vocabulary words in the module is given at the back of the booklet. Two other dictionaries in this series are available as CE 024 419 and CE 024 740. An accompanying teacher's manual is available separately as CE 024 418. (This is one of five series of materials developed by Project HIRE. The two-volume final report of the project is available as CE 024 117 and CE 024 118. See Note for the other series.) (YLB).

ED 183 854 CE 024 421

Gardner, David C. And Others
Upholstery Teacher's Manual. Project HIRE.
Boston Univ. Mass. School of Education
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—79
Contract—G007701947
Note—134p.; For related documents see CE 024 117-118, CE 024 406-424, and CE 024 740
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC06 Plus Postage
Descriptors—*Autoinstructional Aids, *Furniture, *Learning Disabilities, *Remedial Instruction, *Repair, *Vocabulary Development, Audiovisual Instruction, Dictionaries, Instructional Materials, Learning Activities, Mastery Tests, Mild Mental Retardation, Problem Sets, Secondary Education, Semiskilled Occupations, Small Group Instruction, Teaching Guides, Trade and Industrial Education, Vocabulary
Identifiers—Project HIRE, Upholsterers

Designed as supplemental material to on-going instruction in the vocational program, this teacher's manual to the Upholstery series is intended to accompany three dictionary booklets (available as CE 024 422, CE 024 423, and CE 024 424) for use by handicapped students to help them master the core vocabulary taught in the trade. Information presented in the manual includes an introduction to the materials, student outcomes, teaching suggestions, an alphabetical index to the vocabulary taught in the series, and use of the materials. Answer keys are given for the activity sheets and check-up pages which accompany each of the thirteen lessons in this set. "Master" copies of the activity sheets and check-ups are also provided. Informative materials on Project HIRE which developed these materials, occupational information, and an annotated bibliography of selected materials are appended. (This is one of five series of materials developed by Project HIRE. The two-volume final report of the project is available as CE 024 117 and CE 024 118. See Note for the other series.) (YLB).

ED 183 855 CE 024 422

Gardner, David C. And Others
Upholstery Dictionary 1. Project HIRE.
Boston Univ. Mass. School of Education
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—79
Contract—G007701947
Note—91p.; For related documents see CE 024 117-118, CE 024 406-424, and CE 024 740
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Reference Materials—Vocabularies/Classifications (134)
EDRS Price—MF01/PC04 Plus Postage
Descriptors—*Autoinstructional Aids, *Furniture, *Learning Disabilities, *Remedial Instruction, *Repair, *Vocabulary Development, Audiovisual Instruction, Definitions, Dictionaries, Individual Instruction, Instructional Materials, Secondary Education, Semiskilled Occupations, Small Group Instruction, Trade and Industrial Education, Vocabulary
Identifiers—Project HIRE, Upholsterers

Designed as supplemental material to on-going instruction in the vocational program, this first of three picture dictionary booklets in the Upholstery series is intended to assist the learning handicapped student to master the core vocabulary taught in the trade. Intended for individual or small group instruction with minimal supervision, this module contains six lessons: (1-2) Caning, (3) Gluing, (4) Webbing, (5) Springing, and (6) Applying Burlap and Roll Edge. The format for each lesson includes (1) general directions, including a list of words taught in that lesson, and (2) each word presented on a separate page with a representative picture and simple definition. (The module is intended for use with a cassette tape and flash cards.) An alphabetical index to the vocabulary words in the module is given at the back of the booklet. Two other dictionaries in this series are available as CE 024 423 and CE 024 424. An accompanying teacher's manual is available separately as CE 024 421. (This is one of five series of materials developed by Project HIRE. The two-volume final report of the project is available as CE 024 117 and CE 024 118. See Note for the other series.) (YLB).

ED 183 856 CE 024 423

Gardner, David C. And Others
Upholstery Dictionary 2. Project HIRE.
Boston Univ. Mass. School of Education
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—79
Contract—G007701947
Note—74p.; For related documents see CE 024 117-118, CE 024 406-424, and CE 024 740
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Reference Materials—Vocabularies/Classifications (134)
EDRS Price—MF01/PC03 Plus Postage
Descriptors—*Autoinstructional Aids, *Furniture, *Learning Disabilities, *Remedial Instruction, *Repair, *Vocabulary Development, Audiovisual Instruction, Definitions, Dictionaries, Individual Instruction, Instructional Materials, Secondary Education, Semiskilled Occupations, Small Group Instruction, Trade and Industrial Education, Vocabulary
Identifiers—Project HIRE, Upholsterers

Designed as supplemental material to on-going instruction in the vocational program, this second of three picture dictionary booklets in the Upholstery series is intended to assist the learning handicapped student to master the core vocabulary taught in the trade. Intended for individual or small group instruction with minimal supervision, this module contains five lessons: (1) Filling, (2) Undercovering and Cotton Batts, (3-4) Applying Finish to Frame, and (5) Fabric Layout and Cutting. The format for each lesson includes (1) general directions, with a list of words taught in that lesson, and (2) each word presented on a separate page with a representative picture and simple definition. (The module is intended for use with a cassette tape and flash cards.) An alphabetical index to the vocabulary words in the module is given at the back of the booklet. Two other dictionaries in this series are available as CE 024 422 and CE 024 424. An accompanying teacher's manual is available separately as CE 024 421. (This is one of five series of materials developed by Project HIRE. The two-volume final report of the project is available as CE 024 117 and CE 024 118. See note for the other series.) (YLB).

ED 183 857 CE 024 424

Gardner, David C. And Others
Upholstery Dictionary 3. Project HIRE.
Boston Univ. Mass. School of Education
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—79
Contract—G007701947
Note—35p. ; For related documents see CE 024 117-118, CE 024 406-424, and CE 024 740
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Reference Materials—Vocabularies/Classifications (134)
EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Autoinstructional Aids, *Furniture, *Learning Disabilities, *Remedial Instruction, *Repair, *Vocabulary Development, Audiovisual Instruction, Definitions, Dictionaries, Individual Instruction, Instructional Materials, Secondary Education, Semiskilled Occupations, Small Group Instruction, Trade and Industrial Education, Vocabulary
Identifiers—Project HIRE, Upholsterers

Designed as supplemental material to on-going instruction in the vocational program, this third of three picture dictionary booklets in the Upholstery series is intended to assist the learning handicapped student to master the core vocabulary taught in the trade. Intended for individual or small group instruction with minimal supervision, this module contains two lessons: (1) Applying Final Cover and Welt, and (2) Blind Tacking, Blind Stitching, and Applying Cambrics. The format for each lesson is (1) general directions, including a list of words taught in that lesson, and (2) each word presented on a separate page with a representative picture and simple definition. (The module is intended for use with a cassette tape and flash cards.) An alphabetical index to the vocabulary words in the module is given at the back of the booklet. Two other dictionaries in this series are available as CE 024 422 and CE 024 423. An accompanying teacher's manual is available separately as CE 024 421. (This is one of five series of materials developed by Project HIRE. The two-volume final report of the project is available as CE 024 117 and CE 024 118. See Note for the other series.) (YLB).

ED 183 894 CE 024 524

Military Curricula for Vocational & Technical Education. Map Compilation and Math Review, 3-29.
Defense Mapping School, Ft. Belvoir, Va. Ohio State Univ. Columbus. National Center for Research in Vocational Education
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.
Pub Date—78
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)
EDRS Price—MF08/PC44 Plus Postage
Descriptors—*Cartography, *Map Skills, *Technical Education, Algebra, Autoinstructional Aids, Behavioral Objectives, Charts, Civil Engineering, Engineering Technicians, Individual Instruction, Locational Skills Social Studies, Manuscript Writing Handlettering, Maps, Mathematics, Postsecondary Education, Programed Instructional Materials, Ratios Mathematics, Trigonometry, Workbooks
Identifiers—Military Curriculum Project, Surveying (Engineering)

These programmed instruction materials for a postsecondary-level course in map compilation and math review comprise one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. The seventeen lessons include Freehand Lettering; Review of Math (with additional individual lessons on ratio and proportion, algebra review, powers and roots, and trigonometry); Glossary of Mapping, Charting and Geodetic Terms; Map Marginal Information; Common Skills in Map Reading; Compilation from Map Sources "Pull-Ups"; Road Dimensions; The Engineer's Scale; Planetable Surveying; Construction Surveying; Logical Contouring; Resolution of Uncorrected Distance; Determination of Stadia Constant; Determination of "c"; Horizontal Circle Reading Wild T-2 Theodolite; Strength of Figure for Triangulation Reconnaissance; and Relative Orientation of Irregular Terrain Models. Lessons are broken down into "frames,"which teach with words and or pictures. Students then complete a response or perform a described action. Lessons also provide the lesson objective and some self-tests, review exercises, and handouts. (YLB).

ED 183 895 CE 024 525

Military Curricula for Vocational & Technical Education. Communications Computer Programmer, 4-2.
Air Force Training Command, Keesler AFB, Miss. Ohio State Univ. Columbus. National Center for Research in Vocational Education
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.
Pub Date—78
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF04 Plus Postage. PC Not Available from EDRS
Descriptors—*Computer Science, *Computer Science Education, *Programing, *Programing Languages, Autoinstructional Aids, Behavioral Objectives, Course Descriptions, Curriculum Guides, Data Processing, High Schools, Learning Activities, Postsecondary Education, Problem Solving, Programed Instructional Materials, Study Guides, Technical Mathematics, Workbooks
Identifiers—FORTRAN Programing Language, Military Curriculum Project

These student materials—study guides, handouts (some are manuals), a workbook, and programmed texts—for a secondary-postsecondary-level course for communications computer programmers are one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. A plan of instruction, which suggests number of hours of class time devoted to each course objective and support material and guidance, covers these topics: computer mathematics, data representation, computer logic functions, and logical development of problem solving. Contents of the unit, Computer Programming Principles, include a handout with student notes, a study guide with learning materials, and a workbook with classroom and homework exercises. A programmed text is provided for the unit, Computer Logic Functions. The unit, Top Down Structured Programming, is a self-instruction text. The unit on Programming Principles is a study guide with learning materials. Student manuals (handouts) comprise the units, Fortran Language and Examples of Structured Code. (YLB).

ED 183 896 CE 024 526

Military Curricula for Vocational & Technical Education. Drafting I, 6-3.
Naval Construction Training Center, Port Hueneme, Calif. Ohio State Univ. Columbus. National Center for Research in Vocational Education
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.
Pub Date—75
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC16 Plus Postage
Descriptors—*Drafting, *Engineering Drawing, *Orthographic Projection, *Technical Illustration, Behavioral Objectives, Course Descriptions, Curriculum Guides, Drafters, Engineering Technicians, Geometric Concepts, High Schools, Learning Activities, Manuscript Writing Handlettering, Postsecondary Education, Technical Education
Identifiers—Military Curriculum Project

This outline of instruction, instructor guide, and student job sheets for a secondary-postsecondary-level course in Drafting I are one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. Purpose stated for the sixty-three-hour course is to teach the student to use drafting tools and perform the techniques and procedures related to basic drafting. The plan of instruction suggests number of hours of classroom and practical experience time for nine lessons: Lettering, Technical Sketching, Geometric Construction, Orthographics, Sections and Dimensions, Auxiliary Projection, Isometric and Oblique Drawings, Reproduction Processes, and Tracing. The outline of instruction gives objectives; lists of texts, references, tools, equipment and materials, training aids and devices, and training aids equipment; and a master schedule. Instructor guides provide lesson plans with an outline of instructional content, instructor and student activities, criterion objectives, tests, and review questions and answers. Eight job sheets are provided. A required chapter from a recommended text is included; other military and commercially published books, slides, transparencies, and films are suggested. (YLB).

ED 183 897 CE 024 527

Military Curricula for Vocational & Technical Education. Physical Therapy Specialist, 10-9.

Air Force Training Command, Sheppart AFB, Tex. Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—77

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC16 Plus Postage

Descriptors—*Allied Health Occupations Education, *Physical Therapy, *Physical Therapy Aides, Anatomy, Behavioral Objectives, Competency Based Education, Course Descriptions, Curriculum Guides, Learning Activities, Physiology, Postsecondary Education, Workbooks

Identifiers—Military Curriculum Project

This teaching guide and student study guides/workbooks are for a postsecondary course in the theory and practical application of physical therapy procedures and modalities needed to assist the physical therapist in administering physical therapy care. It is one of a number of military-developed curriculum packages selected for adaptation to vocational instructon and curriculum development in a civilian setting. The 197-hour course is divided into two blocks of instruction. Block I, Basic Sciences, contains three lessons covering 99 hours of instruction: Psychology of the Diseased and Injured (7 hours), Physiology (39 hours), and Anatomy (53 hours). Block II, Procedures and Modalities, contains three lessons covering 98 hours of instruction: Medical Conditions in Physical Therapy (18 hours), Physical Therapy Procedures (34 hours), and Physical Therapy Modalities (46 hours). Printed instructor materials include a course chart; a plan of instruction, criterion objectives, the duration of the lessons, and support materials needed; and a Specialty Training Standard for use in student performance evaluation. Student materials include three study guide/workbooks for Block I and four for Block II. The text suggested for use with the course, "The Physical and Occupational Therapy Technician," is not provided. Audiovisual aids suggested for use with this course include twenty-nine films, three transparency sets, and four mini-texts. (MEK).

ED 183 898 CE 024 529

Military Curricula for Vocational & Technical Education. Clinical Specialist, 10-17.

Army Academy of Health Sciences, Fort Sam Houston, Tex. Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—77

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF11 Plus Postage. PC Not Available from EDRS

Descriptors—*Allied Health Occupations Education, *Medical Services, *Patients, Allied Health Occupations, Behavioral Objectives, Course Descriptions, Curriculum Guides, First Aid, High Schools, Learning Activities, Lesson Plans, Nurses Aides, Physical Examinations, Postsecondary Education, Preventive Medicine, Therapy, Workbooks

Identifiers—Military Curriculum Project

These lesson plans and student materials—handouts and workbook—for a secondary-postsecondary-level course for clinical specialists are one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. Purpose stated for the 105-hour course is to provide skills and techniques required to participate as effective and efficient members of a health care team performing preventive, therapeutic, and emergency care duties. The program of instruction, which suggests number of hours of class time devoted to each course objective, is based on three main subject areas: Orientation (2 lessons, 2 hours), Fundamentals of Patient Care (13 lessons, 81 hours), and Ambulatory Health Care (7 lessons, 22 hours). The lesson plans detail references, equipment, and content description (lesson outlines). A number of student handouts with detailed note-taking pages are also provided. The student workbook contains lesson objectives and detailed note-taking pages. Excerpts (chapters 1, 2, 5, 6, 8, 9, and 10) from Army Technical Manual TM-8-230, Handbook of Basic Nursing, are also provided. Information for suggested transparencies (which are not provided) is often contained in the course and provides a basis for teacher-development of them. (YLB).

ED 183 899 CE 024 530

Military Curricula for Vocational & Technical Education. Continuous Photoprocessing Specialist, 16-4.

Air Force Training Command, Lowry AFB, Colo. Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—77

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF03 Plus Postage. PC Not Available from EDRS

Descriptors—*Photographic Equipment, *Photography, *Production Techniques, *Vocational Education, Behavioral Objectives, Chemistry, Course Descriptions, Curriculum Guides, Equipment Utilization, High Schools, Learning Activities, Lesson Plans, Light, Mathematics, Optics, Postsecondary Education, Semiskilled Occupations, Study Guides, Workbooks

Identifiers—Aerial Photography, Military Curriculum Project

These lesson plans and student study guides and workbooks for a secondary-postsecondary-level course in continuous photoprocessing are one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. Purpose stated for the course is to expose students to fundamental concepts of the photographic process, chemistry, optics, exposure, light, and processing of color and black-and-white film; train them to use equipment and operations involved in photographic processing laboratories; and provide fundamental training in sensitometric and densitometric process control techniques and photographic reproduction. The plan of instruction, which suggests number of hours of class time devoted to each course objective, is based on the following outline allowing for six units of instruction (blocks): Photographic Fundamentals (5 lessons), Continuous Processing Fundamentals (5 lessons), Aerial Film Processing (2 lessons), Aerial Film Duplication (2 lessons), Aerial Select Printing (4 lessons), and Continuous Color Processing (3 lessons). The lesson plans contain course outlines, objectives, and information on support materials and guidance. Contents of the study guides and workbooks include objectives, informative material, study questions, and exercises. Media materials are suggested, but not provided. (YLB).

ED 183 900 CE 024 531

Military Curricula for Vocational & Technical Education. Still Photojournalism Techniques, 16-3.

Air Force School of Applied Aerospace Sciences, Lakeland AFB, Tex. Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Bureau of Occupational and Adult Education

(DHEW/OE), Washington, D. C.
Pub Date—78
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Journalism, *Layout Publications, *News Writing, *Photography, Art Education, Behavioral Objectives, Codes of Ethics, Communications, Course Descriptions, Curriculum Guides, High Schools, Interviews, Journalism Education, Learning Activities, Legal Responsibility, Newspapers, Policy, Postsecondary Education, Programed Instructional Materials, Publicity, Study Guides, Textbooks, Workbooks
Identifiers—Military Curriculum Project

These instructor materials and student workbook and programmed texts for a secondary-postsecondary-level course in still photojournalism techniques are one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. Purpose stated for the 234-hour course consisting of four blocks of instruction is to provide knowledge and training in these areas: journalistic process and role of the photojournalist; information acquisition techniques; elements of style in writing; communicating with people; legal and ethical considerations; processing techniques; personality feature; group, publicity, editorial, sports, and picture stories; and layouts. The plan of instruction, which suggests number of hours of class time devoted to each course objective (lesson) and details references and materials, is based on the following outline: The Journalistic Sequence (5 lessons, 20 hours), People Pictures (6 lessons, 80 hours), The Communication Process (3 lessons, 48 hours), and Job-Oriented Workshop (7 lessons, 86 hours). Block 1 (The Journalistic Sequence) is a workbook and study guide which includes objectives, informative materials, procedures, questions, and references. The other blocks consist of programmed texts with review exercises and tests. Some slide-tapes are suggested but not provided. (YLB).

ED 183 901 **CE 024 532**

Military Curricula for Vocational and Technical Education. Traffic Management and Accident Investigation, 17-8.
Air Force, Washington, D.C. Ohio State Univ. Columbus. National Center for Research in Vocational Education
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.
Pub Date—78
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC07 Plus Postage
Descriptors—*Law Enforcement, *Traffic Accidents, *Traffic Control, *Vocational Education, Behavioral Objectives, Course Descriptions, Curriculum Guides, Learning Activities, Postsecondary Education, Public Service Occupations, Recordkeeping, Traffic Circulation, Vehicular Traffic, Workbooks
Identifiers—Accident Investigation

This teaching guide and student workbook for a postsecondary level course in traffic management and accident investigation is one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. Purpose stated for the 132-hour course is to expose students to the development of vehicle codes and traffic flow plans, analyses of traffic trends and accident causes, planning/conducting traffic accident investigations, and application of procedures in preparing and maintaining traffic reports and records. The plan of instruction, which suggests a number of hours of class time devoted to each course objective, is based on the following outline: Traffic Law Enforcement (44 hours), Traffic Accident Investigation (72 hours), Traffic Control (13 hours), and Measurement and Critique (3 hours). The teaching guide contains topic outlines for each class presentation along with behavioral objectives and notes on student evaluation. Contents of the student workbook include objectives, procedures, study assignments, and work assignment questions. Several films and slide tape series are suggesed with the note that instructors may obtain them from an Air Force library or substitute similar materials. (JT).

ED 183 902 **CE 024 533**

Military Curricula for Vocational & Technical Education. Law Enforcement Specialist, 17-11.
Air Force Training Command, Lackland AFB Texas
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.
Pub Date—77
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF07 Plus Postage. PC Not Available from EDRS
Descriptors—*Drug Education, *Human Relations, *Law Enforcement, *Police Community Relationship, *Police Education, *Traffic Control, * Behavioral Objectives, Communications, Course Descriptions, Curriculum Guides, Drug Abuse, High Schools, Learning Activities, Lesson Plans, Police, Police Action, Postsecondary Education, Programed Instructional Materials, Search and Seizure, Study Guides, Textbooks, Traffic Accidents, Vocational Education
Identifiers—Accident Investigation, Military Curriculum Project, Riot Control, Weapons

These teaching guides and student programmed texts for a secondary-postsecondary-level course in law enforcement are one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. Purpose stated for the 162-hour course is to provide knowledge and skills in law enforcement concerning weaponry, drug abuse, confrontation control, legal aspects, law enforcement operations and communication, and public relations. Plans of instruction, which suggest number of hours of class time devoted to each course objective, are based on the following outline of four blocks of instruction: Weapons Qualification (3 lessons, 34 hours), Orientation and Law Enforcement Psychological Management (2 lessons, 24 hours), Law Enforcement Procedures and Physical Management of Individuals (3 lessons, 34 hours), and Law Enforcement Operations, Communications, and Police Human Relations (6 lessons, 70 hours). The teaching guides contain lesson plans listing objectives and presentation, application, and evaluation of student knowledge of information. For some lesson sections, tests are included. Student materials include student texts, sections of manuals, handouts with supplemental exercises and materials, and review exercises with answers (study guides). Programmed texts are provided as sections of blocks I, II, and IV. (YLB).

ED 183 903 **CE 024 534**

Military Curricula for Vocational & Technical Education. Packing and Unitization, 19-2.
Joint Military Packaging Training Center, Aberdeen Proving Ground, Md
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.
Pub Date—79
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)
EDRS Price—MF01/PC16 Plus Postage
Descriptors—*Correspondence Study, *Vocational Education, Behavioral Objectives, Course Descriptions, Curriculum Guides, Distributive Education, Postsecondary Education, Secondary Education
Identifiers—Military Curriculum Project, Packaging, Packers

This correspondence course on methods and techniques of packing materials and equipment for shipment and storage is designed to familiarize students with the subject matter area and to serve as a background for a more detailed and specialized study. One of a number of military-developed curriculum packages selected for adaptation to vocational curriculum and instruction, the 32-hour course consists of ten lessons, each followed by an exercise of multiple choice questions. A text assignment, lesson objective, and suggestions for the student are also given. The course covers such topics as various container types, packing materials, and techniques of packing, including blocking, bracing, cushioning, weatherproofing, and marking. The text used in the course, "Packaging of Material; Packing (Volume I)," which makes up the bulk of the document, is organized into seven chapters: packing, fiberboard and paperboard containers, wooden containers and pallets, bags and sacks, pails and drums, crates, and consolidation and unitization for shipment and use of cargo containers. A thirteen-page introduction gives an overview of packaging procedures, including the objectives of military packing, hazards encountered in transportation, handling and storage, definitions, policies, levels of protection, and suggested references. Over 300 illustrations are included in the 325 page text. (MEK).

ED 183 906 CE 024 537

Kahn, Charles And Others

My Job Application File. Third Edition.

Joint Military Packaging Training Center, Aberdeen Proving Ground, Md

Pub Date—80

Available from—Janus Book Publishers, 2501 Industrial Parkway W, Hayward, CA 94545 ($2.25; $46.85 for the set)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Job Applicants, *Job Application, *Youth Employment, Career Education, Instructional Materials, Job Placement, Learning Activities, Portfolios Background Materials, Secondary Education

This guide contains ten exercises designed to aid students in completing job applications. Exercises included are (1) My Personal History, (2) My Educational Record, (3) Printing Neatly Helps, (4) Key Words and Abbreviations, (5) My Health Record, (6) Papers I Will Need, (7) Paid Work Experience, (8) Unpaid Work Experience, (9) My References, and (10) Letters and Resumes. Each exercise requires the student to fill in a portion of the job application. Also included in the guide are sample job applications from the following companies: McDonald's, Del Monte, Hyatt Corporation, General Electric, Chevron, Levi's, Pacific Telephone, American Airlines, and Consolidated Freightways. (LRA).

ED 183 907 CE 024 538

Anema, Durlynn

Get Hired. 13 Ways to Get a Job.

Joint Military Packaging Training Center, Aberdeen Proving Ground, Md

Pub Date—79

Available from—Janus Book Publishers, 2501 Industrial Parkway W, Hayward, CA 94545 ($2.95; $46.85 for the set)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Tests, Questionaires, Evaluation instru ments (160)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Employment, *Employment Opportunities, *Job Applicants, *Job Placement, Career Choice, Career Education, Employment Qualifications, Instructional Materials, Job Application, Learning Activities, Secondary Education

This guide contains thirteen units of instruction designed to illustrate how to get a job. Unit titles are (1) Offer Your Best Ability, (2) Follow Your Interests, (3) Put Your Talent to Work, (4) Make Your Classwork Pay, (5) Use Your Past Experience, (6) Check Out Business Needs, (7) Offer to Do Odd Jobs, (8) Offer a Special Service, (9) Believe in Yourself, (10) See Someone Who Counts, (11) Show How You Can Help, (12) Ask for a Tryout, and (13) Keep Trying. Each unit presents a story which describes how a teenager got a job. Following each story are questions and puzzles. The guide concludes with a job hunters kit that contains a question sheet designed to illustrate questions the student should ask, an inventory sheet designed to illustrate what the student has to offer, and a plan of action designed to help the student determine where to ask for work. (LRA).

ED 183 908 CE 024 539

Anema, Durlynn

Don't Get Fired. 13 Ways to Hold Your Job.

Joint Military Packaging Training Center, Aberdeen Proving Ground, Md

Pub Date—78

Available from—Janus Book Publishers, 2501 Industrial Parkway W, Hayward, CA 94545 ($2.95; $46.85 for the set)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Tests, Questionaires, Evaluation instru ments (160)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Dismissal Personnel, *Employer Employee Relationship, *Employment, *Job Layoff, *Job Performance, Career Education, Employment Problems, Instructional Materials, Learning Activities, Reading Difficulties, Secondary Education, Work Attitudes

This guide contains thirteen dialogues designed to help students become aware of reasons workers lose their jobs. Each dialogue involves young workers in confrontations with their bosses, fellow workers, or customers. Dialogues included are (1) Be on Time; (2) Be Responsible; (3) Stick to the Schedule; (4) Follow Directions; (5) Be Friendly and Helpful; (6) Remember, Business Comes First; (7) Keep Yourself Busy; (8) Take Criticism Wisely; (9) Leave Your Blues at Home; (10) Get Along with Others; (11) Take Pride in Your Work; (12) Don't Argue with Your Boss; and (13) Above All, Be Honest. Each dialogue concludes with followup exercises that help students evaluate what happened in the dialogue and explore similar situations so that they may draw some conclusions about alternative ways to behave. The guide concludes with a student self-rating table and a guide to the phonetic respellings found in the guidebook. A teachers manual is appended. (LRA).

ED 183 913 CE 024 560

Cowan, Florence Kelly

Washington State Nursing Home Administrator Model Curriculum. Final Report.

Fort Steilacoom Community Coll. Tacoma, Wash

Spons Agency—Washington State Commission for Vocational Education, Olympia.

Pub Date—79

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Reports—Descriptive (141)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Administrator Education, *Associate Degrees, *Course Descriptions, *Curriculum Development, *Institutional Administration, *Nursing Homes, Administrators, Community Colleges, Course Content, Course Objectives, Courses, Internship Programs, Legal Education, Models, Money Management

Identifiers—Fort Steilacoom Community College WA, Washington

The course outlines presented in this final report comprise a proposed Fort Steilacoom Community College curriculum to be used as a statewide model two-year associate degree curriculum for nursing home administrators. The eight courses described are introduction to nursing, home administration, financial management of nursing homes, nursing home law, patient services and care administration I and II, institutional planning, and internship I and II. The format used for each course outline includes credit hours, catalog description, materials of instruction (required and supplemental readings and/or texts), course objectives, detailed course content, and evaluation. Supplementary (continuing education) course topics are also listed. A proposal for implementing a nursing home administration program in three additional locations is presented. (YLB).

ED 183 915 CE 024 566

Driver Education Curriculum Guide.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Ohio State Dept. of Education, Columbus

Pub Date—78

Available from—Ohio Department of Education, Division of School Finance, Driver Education Section, 65 South Front St. Rm. 811, Columbus, OH 43215

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC09 Plus Postage

Descriptors—*Driver Education, *Laboratory Training, *Lesson Plans, *Multimedia Instruction, *Simulated Environment, *Simulation, Curriculum Guides, Facility Guidelines, High Schools, Instructional Films, Learning Activities, Material Development, Program Development, Programed Instructional Materials, Teaching Methods

Incorporating the use of simulators, multimedia systems, and range setups, this driver education curriculum guide provides basic guidelines for the instructor and suggestions for supplemental student activities under these three instructional phases. An introductory section outlines the standards for driver education programs established by the Ohio Department of Education and makes suggestions for involving parents and the community. The multimedia guide includes sixteen lessons and suggestions for developing multimedia materials. Each lesson is designed to supplement existing prepackaged programs in two Aetna Life and Casualty multimedia systems—Multimedia Series and IPDE Response Series. The second guide, which deals with the driving simulation phase, supplements the printed materials that accompany the simulation equipment and provides added learning, perceptual, and skill development activities. It includes thirteen lessons as well as suggestions for integrating the simulation phase into the driver education program. The third unit deals with the multiple-car range phase and discusses its definition and purposes, administrative considerations, facility design, and equipment. It contains eight lessons and supplementary activities. The format for each lesson plan in the entire guide provides some or all of the following information: related program(s) or film(s), task, objective, supplemental activities, teacher performances, and handouts. A concluding chart coordinates the three phases with classroom instruction. (YLB).

ED 183 916 CE 024 570

Refresher Training Program for the Basic Emergency Medical Technician. Course Guide, 1979.
National Highway Traffic Safety Administration (DOT), Washington, D. C.
Pub Date—79
Available from—Superintendent of Documents, U.S. Government Printing Office, DC 20402 (Stock Number 050-003-00363-8)
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Course Descriptions, *Course Evaluation, *Emergency Squad Personnel, *Facility Requirements, Course Objectives, Medical Services, Postsecondary Education, Refresher Courses, Teaching Guides
Identifiers—Department of Transportation

This guide for a refresher training program for basic Emergency Medical Technicians (EMTs) is designed to assure continuance of a uniformly high level of knowledge and skills among EMTs who have completed the U.S. Department of Transportation's basic training for EMTs. The first of four sections presents the purposes of the course, the role of the course administrator, an overview of the course including twenty lesson titles and objectives, the target audience, and a discussion of tailoring the course to local needs. The section on administering the course discusses scheduling, methodology, class size, instructor qualifications, and instructor orientation. Section 2, Resource Requirements, focuses on facilities and training aids and reference materials. The final section on evaluating the course discusses process evaluation and outcome evaluation. Appended material includes a sample application packet, handout materials, a resources table, and a process evaluation checklist. (LRA).

ED 183 917 CE 024 571

Hagevig, William A. Gallagher, Leigh S.
Model Training Guide. Firefighter I.
Alaska State Dept. of Education, Juneau
Pub Date—79
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Fire Fighters, *Fire Protection, *Fire Science Education, *Task Analysis, Certification, Curriculum Guides, Learning Activities, Postsecondary Education, Prevention, Safety Education, Standards, Teaching Guides
Identifiers—Alaska

This firefighter training guide for a 180-hour course was developed to assist training officers in planning training with emphasis on conformance to recommended National Fire Protection Association (NFPA 1001) standards. The material in the guide is referenced to current editions of the International Fire Service Training Association manuals and other suggested resources. The first of two major sections, Model Learning Guide, is divided into one- to four-hour segments, each containing a course outline and a lesson plan. The course outline describes the class to be taught, the drill setting needed, and the objectives to be met, and details the resources and materials needed to teach the class. The lesson plan offers the actual presentation, which may be used by the instructor, along with recommendations for setting up the drill, and the task performance reference numbers. Section 2, Task Performance Criteria, is composed of sixty-two tasks which are completely referenced both to the course segment numbers of the guide and to the NFPA 1001 Firefighter One requirements. (LRA).

ED 183 948 CE 024 740

Gardner, David C. And Others
Graphics Arts Dictionary 3. Project HIRE.
Boston Univ. Mass. School of Education
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—79
Contract—G007701947
Note—35p. ; For related documents see CE 024 117-118, CE 024 406-424, and CE 024 740
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Reference Materials—Vocabularies/Classifications (134)
EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Autoinstructional Aids, *Graphic Arts, *Learning Disabilities, *Printing, *Remedial Instruction, *Vocabulary Development, Audiovisual Instruction, Definitions, Dictionaries, Individual Instruction, Industrial Arts, Industrial Education, Instructional Materials, Secondary Education, Semiskilled Occupations, Small Group Instruction, Vocabulary
Identifiers—Bindery Workers, Project HIRE

Designed as supplemental material to on-going instruction in the vocational program, this third of three picture dictionary booklets in the Graphic Arts series is intended to assist the learning handicapped student to master the core vocabulary taught in the trade. Intended for individual or small group instruction with minimal supervision, this module contains two lessons dealing with binding and printing. The format for each lesson includes (1) general directions, including a list of words taught in that lesson, and (2) each word presented on a separate page with a representative picture and simple definition. (The module is intended for use with a cassette tape and flash cards.) An alphabetical index to the vocabulary words in the module is given at the back of the booklet. Two other dictionaries in this series are available as CE 024 419 and CE 024 420. An accompanying teacher's manual is available separately as CE 024 418. (This is one of five series of materials developed by Project HIRE. The two-volume final report of the project is available as CE 024 117 and CE 024 118. See Note for the other series.) (YLB).

ED 183 957 CE 024 766

Krone, Lawrence J. And Others
Curriculum Guideline for Environmental Health. Covers Period of Performance from June 22, 1978, to April 22, 1979.
National Environmental Health Association, Denver, Colo
Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Associated Health Professions
Pub Date—79
Contract—231-77-0030
Note—110p. ; Appendix B will not reproduce well due to broken type
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC05 Plus Postage
Descriptors—*Allied Health Personnel, *Curriculum Development, *Environmental Technicians, *Job Skills, *Task Analysis, Competency Based Education, Curriculum Design, Curriculum Guides, Occupational Information, Student Evaluation, Teaching Methods

This curriculum guide for environmental health is intended as a reference tool to aid institutions in establishing or revising their curriculum. After a brief introduction discussing competency-based curriculum for environmental health, the guide presents information on the following tasks or elements necessary in developing a competency-based curriculum: (1) defining the performances; (2) defining knowledge, skill, and attribute competencies; (3) defining objectives; (4) learning opportunities; (5) curriculum sequence; (6) teacher strategies; and (7) student appraisals. A definition of the profession of environmental health is included, and recommendations to be followed in developing a program are given. A discussion of problems and solutions and a list of references concludes the guide. Several supporting materials are appended, such as the Role Delineation Instrument and the Blueprint of the Knowledge, Skills, and Attributes for Environmental Health Practitioners. (BM).

ED 183 959 CE 024 826

Military Curricula for Vocational & Technical Education. Basic Baker, 9-4.

Marine Corps Service Support Schools, Camp Lejeune, N.C. Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—72

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC14 Plus Postage

Descriptors—*Equipment Utilization, *Food Service Occupations, *Occupational Home Economics, *Sanitary Facilities, Bakery Industry, Cooking Instruction, Course Descriptions, Curriculum Guides, High Schools, Postsecondary Education, Safety

Identifiers—Bakers, Military Curriculum Project

Both teacher and student materials are included for a bakery technology course designed to facilitate learning the fundamental duties required in a dining facility or centralized pastry shop. One of a number of military-developed curriculum packages selected for adaptation to vocational curriculum and instruction, the course consists of seventeen lessons encompassing 157 hours of lecture and demonstration. Topics covered include safety and sanitation procedures (personal hygiene, food storage, management of bakery cleaning); equipment (mixers, fermentation cabinet and proof box, deep fat fryer, ovens, measuring devices); and types of bakery products, including the function of each ingredient (quick breads, cookies, pies, cakes, and yeast raised products). A program of instruction introduces the course to the instructor, provides a summary of the unit, and lesson plans. Three other sections of the course (School Introduction, M-1942 Portable Bakery Unit, and M-1945 Mobile Bakery Unit) are not included. The lesson plans include performance objectives, performance level codes, and references. The student materials, which make up the bulk of the document, include a student workbook which is also a reference text, a glossary of food service terms, a reference text on spices, and a programmed text on the prevention of food poisoning. Four military technical manuals are referenced as text materials, but are not provided in this package. (MEK).

ED 183 960 CE 024 827

Military Curricula for Vocational & Technical Education. Dental Specialist, 10-1.

Air Univ. Gunter AFS, Ala. Extension Course Inst. Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—74

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Allied Health Occupations Education, *Dental Assistants, *Dentistry, *Vocational Education, Behavioral Objectives, High Schools, Postsecondary Education

Identifiers—Dental Equipment, Dental Therapy Assistants, Military Curriculum Project

Designed to provide entry level apprentice skills to persons who wish to become skilled, specialist level workers as dental assistants, these course materials supplement laboratory or on-the-job learning situations. One of a number of military-developed curriculum packages selected for adaptation to civilian vocational curriculum and instruction, the course contains a considerable amount of review material and is stated to be suitable for beginning students with background in the basic sciences. Each chapter in the four-volume set is organized around learning objectives, accompanied by text with criterion exercises and answers keyed to the text for self-evaluation. Each volume also has a review examination containing questions keyed to the objectives; no answers are provided. Volume I, Administration, Safety, and Maintenance, discusses the professional-client relationship and general safety practices. Volume 2, Basic Dental Sciences, covers oral anatomy, physiology, and pathology; dental therapeutics; and basic microbiology and sterilization. Volume 3, Dental Instruments and Materials, describes the uses of general, restorative, and specialty instruments; and dental materials. It is accompanied by supplementary foldout charts. Volume 4, Clinical Procedures, describes preventative dentistry programs, dental radiology, general assisting procedures, and specialties. (MEK).

ED 183 961 CE 024 828

Military Curricula for Vocational & Technical Education. General Purpose Vehicle Mechanic. Blocks I and II, 8-9.

Air Force School of Applied Aerospace Sciences, Chanute AFB, Ill. Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—75

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF02/PC22 Plus Postage

Descriptors—*Auto Mechanics, *Equipment Maintenance, *Industrial Arts, *Repair, *Vocational Education, Behavioral Objectives, Course Descriptions, Curriculum Guides, Engines, Inspection, Learning Activities, Lesson Plans, Motor Vehicles, Postsecondary Education, Programed Instructional Materials, Secondary Education, Skilled Occupations, Study Guides, Workbooks

Identifiers—Military Curriculum Project

This plan of instruction, lesson plans, student handouts, and programed texts for a secondary-postsecondary level course in engine mechanics is one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. It is the first of a four-part course (see Note for other sections) covering general vehicle mechanics, including inspection, maintenance, and repair. The plan of instruction suggests number of hours of class time devoted to each lesson in two blocks of instruction (Blocks I and II), a total of sixty-nine hours of instruction: (1) Publications (2 lessons, 12 hours), including basic math and hand, special, and measuring tools and (2) engines (8 lessons, 57 hours), including engine assembly, servicing, and reassembly; cooling, lubrication, and crankcase ventilating systems; soldering; corrosion control; emission control system; carburetors; governors; and fuel system. It also details criterion objectives and support materials needed. Lesson plans outline teaching steps. Student materials in Block I include two handouts and seven programed texts and in Block II a study guide, workbook, worksheet, and three programed texts. Military manuals, commercial texts, and audiovisuals are suggested, but not provided. (YLB).

ED 183 962 CE 024 829

Military Curricula for Vocational & Technical Education. General Purpose Vehicle Mechanic, Block III, 8-10.

Air Force School of Applied Aerospace Sciences, Chanute AFB, Ill. Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—75

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Auto Mechanics, *Electrical Systems, *Electric Batteries, *Electric Circuits, *Engines, *Industrial Arts, *Vocational Education. Behavioral Objectives, Course Descriptions, Curriculum Guides, Equipment Maintenance, Inspection, Learning Activities, Lesson Plans, Motor Vehicles, Postsecondary Education, Programed Instructional Materials, Repair, Secondary Education, Skilled Occupations, Study Guides, Workbooks

Identifiers—Military Curriculum Project

This plan of instruction, lesson plans, and student materials (study guides, workbooks, and programed texts) for a secondary-postsecondary level course in engine mechanics is one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. It is the second of a four-part course (see Note for other sections) covering general vehicle mechanics, including inspection, maintenance, and repair. The plan of instruction suggests number of hours of class time devoted to each lesson in one block of instruction (Block III, a total of 74.5 hours of instruction): Auto Electrical Units, containing five lessons on fundamentals of automotive electricity, batteries, and basic electrical circuits; battery and magneto ignition system; cranking motors and starting system; DC charging system; and AC charging system. It also details criterion objectives and support materials needed. Lesson plans outline teaching steps. Student materials include study guides containing objectives, text material, and review questions; two workbooks containing shop procedures; and two programed texts. Military manuals, commercial texts, and audiovisuals are suggested, but not provided. (YLB).

ED 183 963 **CE 024 830**

Military Curricula for Vocational & Technical Education. General Purpose Vehicle Mechanic, Blocks IV-V, 8-11.

Ohio State Univ. Columbus. National Center for Research in Vocational Education. Technical Training Center, Chanute AFB, Ill

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—75

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF02/PC23 Plus Postage

Descriptors—*Auto Mechanics, *Engines, *Equipment Maintenance, *Industrial Arts, * *Repair, *Vocational Education, Behavioral Objectives, Course Descriptions, Curriculum Guides, Inspection, Learning Activities, Lesson Plans, Motor Vehicles, Postsecondary Education, Programed Instructional Materials, Secondary Education, Skilled Occupations, Study Guides, Workbooks

Identifiers—Military Curriculum Project

This plan of instruction, lesson plans, and student materials (programed texts, workbooks, and study guides) for a secondary-postsecondary level course in engine mechanics is one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. It is the third of a four-part course (see Note for other sections) covering general vehicle mechanics, including inspection, maintenance, and repair. The plan of instruction suggests number of hours of class time devoted to each lesson in two blocks of instruction (Blocks IV and V), a total of 155 hours of instruction: (1) Tune-Up and Troubleshooting (4 lessons, 78.5 hours), including engine, mechanical, battery, ignition, fuel, lubrication, cooling, crankcase ventilating, anti-pollution, emission control, lighting, warning, and signal systems, and (2) Power Trains (9 lessons, 76.5 hours), including maintenance, troubleshooting, and repair. It also details criterion objectives and support materials needed. Lesson plans outline teaching steps. Student materials in Block IV include a workbook, handout, and three programed texts and in Block V a study guide with objectives, text, and review questions; a study guide/workbook with shop procedures; and seven programed texts.

ED 183 964 **CE 024 831**

Military Curricula for Vocational & Technical Education. General Purpose Vehicle Mechanic, Blocks VI & VII, 8-12.

Ohio State Univ. Columbus. National Center for Research in Vocational Education. Technical Training Center, Chanute AFB, Ill

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—75

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF03/PC27 Plus Postage

Descriptors—*Air Conditioning Equipment, *Auto Mechanics, *Equipment Maintenance, *Industrial Arts, *Repair, *Vocational Education, Behavioral Objectives, Course Descriptions, Curriculum Guides, Engines, Inspection, Learning Activities, Lesson Plans, Motor Vehicles, Postsecondary Education, Programed Instructional Materials, Secondary Education, Skilled Occupations, Study Guides

Identifiers—Military Curriculum Project

This plan of instruction, lesson plans, student study guides, and programed texts for a secondary-postsecondary level course in engine mechanics is one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. It is the fourth of a four-part course (see Note for other sections) covering general vehicle mechanics, including inspection, maintenance, and repair. The plan of instruction suggests number of hours of class time devoted to each lesson in two blocks of instruction (Blocks VI and VIII), a total of 139.5 hours of instruction: (1) Brakes and Suspension (8 lessons, 94 hours), including hydraulic brakes, conventional and power steering systems, and service and adjustment of beam-type, front axle and independent suspension systems and (2) Compression Ignition Engines and Automotive Air Conditioning, (4 lessons, 45.5 hours), including compression ignition engine familiarization, operation, and servicing and principles of, construction, operation, inspection, troubleshooting. evacuating, and charging air conditioning systems. It also details criterion objectives and support materials needed. Lesson plans outline teaching steps. Student materials in Block VI include two study guides containing objectives, text, and review questions and seven programed texts and in Block VII a study guide. Military manuals, commercial texts, and audiovisuals are suggested, but not provided. (YLB).

ED 185 257 **CE 024 404**

Nakamaejo, David T.

Competency-Based Education Curriculum Guide for Merchandising/Marketing.

Hawaii Univ. Honolulu. Kapiolani Community Coll

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—79

Contract—G007701872

Note—160p. ; For a related document see CE 024 405. Appendix I will not reproduce well due to broken type

Pub Type—Reports—Descriptive (141). Reports—Research/Technical (143)

EDRS Price—MF01/PC07 Plus Postage

Descriptors—*Competency Based Education, *Curriculum Guides, *Distributive Education, *Job Analysis, *Marketing, *Occupational Information, Advertising, Associate Degrees, Background, Business Administration, Community Colleges, Job Skills, Managerial Occupations, Material Development, Merchandising, Occupational Clusters, Postsecondary Education, Program Development, Sales Occupations, Surveys, Task Analysis

Identifiers—University of Hawaii Community College System

To develop a competency-based curriculum guide for merchandising/marketing for the University of Hawaii Community College System, a project (1) reviewed and developed a list of all occupations in the general merchandising/marketing program area, (2) developed task inventories for selected occupations, (3) drew a worker mobility chart to show the basic hierarchy of occupations in the program area, and (4) developed competency-based instructional materials. (The curriculum guide is available separately as CE 024 405.) The program advisory committee reviewed the occupations and selected three major clusters for which task inventories were developed: stock/receiving/shipping, display/buying/sales, and supervisory/management. Employers and employees surveyed by means of a background information sheet and the task inventories indicated tasks performed and time spent on each task. Findings indicated that the task list identified tasks performed by experienced workers, while the occupations selected in the general merchandising/marketing program area were primarily entry-level positions. The percentage of associate degree holders in each of the occupational clusters was small, indicating a need to determine why community college graduates are not employed in their vocational areas. (Appendixes, amounting to approximately one-half of the report, include the survey instruments.) (YLB).

ED 185 283 CE 024 540

Air Conditioning. FOS: Fundamentals of Service.

Office of Youth Programs (DOL), Washington, D.C.

Pub Date—79

Available from—John Deere Distribution Service Center, Service Publications, Dept. 333, 1400-3rd Ave. Moline, IL 61265 (Order No. FOS-5703B, $5.25; 10 or more—$3.94 each; supplementary slide set—$24.00)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051) Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Agricultural Education, *Air Conditioning, *Air Conditioning Equipment, *Tractors, *Vocational Education, Agricultural Engineering, Agricultural Machinery, Equipment Maintenance, Instructional Materials, Postsecondary Education, Refrigeration Mechanics, Secondary Education

This manual on air conditioning is one of a series of power mechanics texts and visual aids covering theory of operation, diagnosis, and repair. Information is presented for use by vocational students and teachers as well as shop servicemen and laymen. Focus is on air conditioning systems for mobile machines, but most of the information also applies to automotive systems. Eight chapters included in the manual are designed to train readers so that they can understand and service air conditioning systems with speed and skill. Chapter titles include (1) Basics of Air Conditioning; (2) Refrigerants and Oil; (3) Basic System: How It Works; (4) Service Equipment; (5) Inspecting the System; (6) Diagnosing the System; (7) Testing and Adjusting the System; and (8) Preparing System for Service. Many illustrations are included and each chapter concludes with test-yourself questions. A glossary and the answers to the test questions are appended. (A supplementary 35mm color slide set is also available—see availability note.) (LRA).

ED 185 284 CE 024 541

Electrical Systems. FOS: Fundamentals of Service.

John Deere Co. Moline, Ill

Pub Date—79

Available from—John Deere Distribution Service Center, Service Publications, Dept. 333, 1400-3rd Ave. Moline, Il 61265 (manual, Order No. FOS-2004B, $7.50; 10 or more—$5.63 each; masters, Order No. FOS-20, $22.75; supplementary slide set—$105.00)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Non-Print Media (100)

EDRS Price—MF03 Plus Postage. PC Not Available from EDRS

Descriptors—*Agricultural Education, *Electrical Systems, *Power Technology, *Tractors, *Vocational Education, Agricultural Engineering, Auto Mechanics, Electricity, Electronics, Equipment Maintenance, Postsecondary Education, Secondary Education

This electrical systems manual is one of a series of power mechanics texts and visual aids for training in the servicing of electrical systems on mobile machines. Materials provide basic information and illustrations for use by vocational students and teachers as well as shop servicemen and laymen. The ten chapters focus on (1) Electricity: How It Works; (2) Testing Tools and Equipment; (3) Storage Batteries; (4) Charging Circuits; (5) Starting Circuits; (6) Ignition Circuits; (7) Electronic Ignition Systems; (8) Lighting and Accessory Circuits; (9) General Maintenance; and (10) Diagnosis and Testing of Electrical Systems. Each chapter concludes with test questions. Answers to the test questions are appended along with a glossary of terms and 190 transparency masters. (A supplementary set of 35mm color slides is also available—see availability note.) (LRA).

ED 185 285 CE 024 542

Engines. FOS: Fundamentals of Service.

John Deere Co. Moline, Ill

Pub Date—80

Available from—John Deere Distribution Service Center, Service Publications, Dept. 333, 1400-3rd Ave. Moline, IL 61265 (manual, Order No. FOS-3004B, $8.50; 10 or more—$6.39 each; masters, Order No. FOS-3004, $23.75; supplementary slide set—$105.00)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Non-Print Media (100)

EDRS Price—MF03 Plus Postage. PC Not Available from EDRS

Descriptors—*Agricultural Education, *Engines, *Power Technology, *Tractors, *Vocational Education, Agricultural Engineering, Auto Mechanics, Equipment Maintenance, Postsecondary Education, Secondary Education

This manual on engines is one of a series of power mechanics texts and visual aids for training in servicing of farm and industrial machinery. (Automotive, truck, and bus applications are often covered as well.) Materials provide basic information and illustrations for use by vocational students and teachers as well as shop servicemen and laymen. The twelve chapters focus on (1) Engines: How They Work; (2) Basic Engine; (3) Gasoline Fuel Systems; (4) LP-Gas Fuel Systems; (5) Diesel Fuels Systems; (6) Intake and Exhaust Systems; (7) Lubrication Systems; (8) Cooling Systems; (9) Governing Systems; (10) Engine Test Equipment and Service Tools; (11) Diagnosis and Testing; and (12) Engine Tune-up. Each chapter concludes with test questions. Answers to the test questions are appended along with a glossary of terms and 199 transparency masters. (A supplementary set of 35mm color slides is also available—see availability note.) (LRA).

ED 185 286 CE 024 543

Fasteners. FOS: Fundamentals of Service.

John Deere Co. Moline, Ill

Pub Date—79

Available from—John Deere Distribution Service Center, Service Publications, Dept. 333, 1400-3rd Ave. Moline, IL 61265 (Order No. FOS-6002B, $4.25; 10 or more—$3.19 each; supplementary slide set—$50.00)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Agricultural Education, *Agricultural Engineering, *Agricultural Machinery, *Power Technology, *Vocational Education, Instructional Materials, Postsecondary Education, Secondary Education

Identifiers—Fasteners (Machinery)

This manual on fasteners (devices used in home and shop to hold things together) is one of a series of power mechanics texts and visual aids on operation, diagnosis, and repair. Materials provide basic information and illustrations for use by vocational students and teachers as well as shop servicemen and laymen. Seven chapters are included: (1) Importance of Fasteners; (2) Bolts, Cap Screws, Nuts, and Locking Devices; (3) Working with Bolts, Cap Screws, and Nuts; (4) Screws, Keys, Studs, Pins, Snap Rings, Rivets, and Clamps; (5) Specialty and Plastic Fasteners; (6) Adhesives and Sealants; and (7) Tables, Torques, and Metrics. Each part concludes with test questions. Answers to the test questions are appended. (A supplementary 35mm color slide set is also availabile—see availability note.) (LRA).

ED 185 287 CE 024 544

Hydraulics. FOS: Fundamentals of Service.

John Deere Co. Moline, Ill

Pub Date—79

Available from—John Deere Distribution Service Center, Service Publications, Dept. 333, 1400-3rd Ave. Moline, IL 61265 (manual, Order No. FOS-1003B, $6.50; 10 or more—$4.68 each; masters, Order No. FOS-10, $17.75; supplementary slide set—$75.00)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Non-Print Media (100)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Agricultural Education, *Agricultural Machinery, *Hydraulics, *Power Technology, *Vocational Education, Agricultural Engineering, Equipment Maintenance, Fluid Mechanics, Postsecondary Education, Secondary Education

This manual on hydraulics is one of a series of power mechanics texts and visual aids for training in the servicing of agricultural and industrial machinery. Focus is on oil hydraulics. Materials provide basic information and illustrations for use by vocational students and teachers as well as shop servicemen and laymen. The twelve chapters focus on the following topics: (1) Hydraulics: How It Works; (2) Hydraulic Pumps; (3) Hydraulic Valves; (4) Hydraulic Cylinders; (5) Hydraulic Motors; (6) Hydraulic Accumulators; (7) Hydraulic Filters; (8) Reservoirs, Oil Coolers; Hoses, Pipes, Tubes, and Couplers; (9) Hydraulic Seals; (10) Hydraulic Fluids; (11) General Maintenance; and (12) Diagnosis and Testing of Hydraulic Systems. Each chapter concludes with test questions. Anwers to the test questions are appended along with a glossary of terms and 150 transparency masters. (A supplementary set of 35mm color slides is also available—see availability note.) (LRA).

ED 185 288 CE 024 545

Power Trains. FOS: Fundamentals of Service.

John Deere Co. Moline, Ill

Pub Date—79

Available from—John Deere Distribution Service Center, Service Publications, Dept. 333, 1400-3rd Ave. Moline, IL 61265 (manual, Order No. FOS-4004B, $6.50; 10 or more—$4.88 each; masters, Order No. FOS-40, $15.75; supplementary slide set—$70.00)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Non-Print Media (100)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Agricultural Education, *Power Technology, *Tractors, *Vocational Education, Agricultural Engineering, Auto Mechanics, Equipment Maintenance, Postsecondary Education, Secondary Education

Identifiers—Power Trains

This power trains manual is one of a series of power mechanics for training in the servicing of transmissions, etc. on farm and industrial machines. Materials provide basic information and illustrations for use by vocational students and teachers as well as shop servicemen and laymen. The ten chapters focus on (1) Power Trains: How They Work; (2) Clutches; (3) Mechanical Transmissions; (4) Hydraulic Assist Transmissions; (5) Hydrostatic Drives; (6) Torque Converters; (7) Differentials; (8) Final Drives; (9) Power Take-Offs; and (10) Special Drives. Each chapter concludes with test questions. Answers to the test questions are appended along with a glossary of terms and 130 transparency masters. (A supplementary set of 35mm color slides is also available—see availability note.) (LRA).

ED 185 289 CE 024 546

Tires and Tracks. FOS: Fundamentals of Service.

John Deere Co. Moline, Ill

Pub Date—79

Available from—John Deere Distribution Service Center, Service Publications, Dept. 333, 1400-3rd Ave. Moline, IL 61265 (Order No. FOS-5504B, $4.25; 10 or more—$3.19 each; supplementary slide set—$32.00)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Agricultural Education, *Agricultural Machinery, *Tractors, *Vocational Education, Agricultural Engineering, Equipment Maintenance, Instructional Materials, Postsecondary Education, Power Technology, Repair, Secondary Education

Identifiers—Tires, Track Vehicles

This manual on tires and tracks servicing is one of a series of power mechanics texts and visual aids on operation, diagnosis and repair of automotive and off-the-road agricultural and construction equipment. Materials provide basic information and illustrations for use by vocational students and teachers as well as shop servicemen and laymen. The first of the manual's two parts focuses on tires and discusses topics such as construction of tires, tire sizes, ballast, dual tires, tire failures, tire repairs, mounting and demounting tires, and changing agricultural traction tires. Focusing on tracks, part 2 discusses topics such as track shoes, track rollers and sprockets, adjusting tracks, diagnosis of track wear, roller wear, removing tracks from machine, and installing tracks. Each part concludes with test questions. Answers to the test questions are appended. (A supplementary 35mm color slide set is also available—see availability note.) (LRA).

ED 185 292 CE 024 588

Atkinson, Donald R.

Design, Development, and Evaluation of Career Education Materials for Adult Farmworkers with Limited English-Speaking Ability Who Return to Formal Education. Final Report, Volume I.

California Univ. Santa Barbara

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—79

Contract—G007701372

Note—197p. ; For related documents see CE 024 589-590

Pub Type—Reports—Research/Technical (143). Tests, Questionaires, Evaluation instruments (160). Numerical/Quantative data (110)

EDRS Price—MF01/PC08 Plus Postage

Descriptors—*Adults, *Agricultural Laborers, *Bilingual Education, *Career Education, *Curriculum Development, *Spanish Speaking, Adult Education, Occupational Aspiration, Occupational Information, Participant Satisfaction, Program Effectiveness, Program Evaluation, Self Concept, Vocational Maturity

A project was conducted to design, develop, and evaluate the effectiveness of bilingual (Spanish and English) career education materials for adult farmworkers with limited English-speaking ability. A career education manual, a series of audio- and video-taped interviews with former farmworkers employed in various job cluster areas, and a curriculum guide incorporating the manual and taped interviews were developed and field-tested. Volunteer adult farmworkers attending one of two existing education programs were assigned to either a career education class (utilizing the above curriculum materials) or a waiting list control group. A pre-posttest control group experimental design was used to evaluate the impact of the course on each student's knowledge of career information, realistic career alternatives, educational and vocational aspirations/expectations, career maturity, and self-esteem. Results of field-testing at both sites indicated that the amount of career information obtained by the students in the career education course was significantly greater than the control group students. The career education course did not appear to have a similar positive effect on the other major dependent variables. The students, however, did indicate that they were very satisfied with the utility, helpfulness, clarity, and realism of the course. (Author/BM).

ED 185 293 CE 024 589

Atkinson, Donald R.

Design, Development, and Evaluation of Career Education Materials for Adult Farmworkers with Limited English-Speaking Ability Who Return to Formal Education. Final Report, Volume II—Curriculum Guide and Career Education Manual, Part I.

California Univ. Santa Barbara

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—79

Contract—G007701372

Note—404p. ; For related documents, see CE 024 588 and CE 024 590

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC17 Plus Postage

Descriptors—*Adults, *Agricultural Laborers, *Bilingual Education, *Career Education, *Occupational Information, *Spanish Speaking, Adult Education, Curriculum Guides, Instructional Materials, Learning Activities, Teaching Guides

This document contains the curriculum guide and the first seven monographs of the career education manual which was developed to assist the instructor in presenting a career-awareness course to adult, limited-English-speaking farmworkers. (The last nine monographs of the career education manual are found in CE 024 590.) The curriculum guide is divided into three sections. The first section is composed of four introductory units designed to enhance student self-awareness; the second section is composed of fifteen career cluster units intended to acquaint the student with information about career areas. Unit objectives, content information, and motivational exercises are included with each unit. The third section includes instructor notes keyed to each unit. The career education manual contains career monographs written at the 5th-grade reading level in both English and Spanish to facilitate comprehension for persons with limited reading ability. The seven monographs included in this document provide information on occupations in the areas of agriculture, manufacturing, marketing/distribution, consumer/homemaking, public service, and personal service. The guide and the career education manual have been used successfully with persons aged seventeen and upward during 1978-79 at two cooperating sites in California. (See CE 024 588 for final project report.) (BM).

ED 185 294 CE 024 590

Atkinson, Donald R.

Design, Development, and Evaluation of Career Education Materials for Adult Farmworkers. Final Report, Volume II—Curriculum Guide and Career Education Manual, Part II.

California Univ. Santa Barbara

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—79

Contract—G007701372

Note—421p. ; For related documents see CE 024 588-589

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC17 Plus Postage

Descriptors—*Adults, *Agricultural Laborers, *Career Awareness, *Career Education. *Occupational Information, *Spanish Speaking, Adult Education, Bilingual Education, Curriculum Guides, Instructional Materials

This document contains the last nine monographs of a career education manual developed to assist the instructor in presenting a career-awareness course to adult, limited-English-speaking farmworkers. (A companion document, CE 024 589, contains the first seven monographs and a curriculum guide.) These career monographs are written at the 5th-grade reading level in both English and Spanish to facilitate comprehension for persons with limited reading ability. The nine monographs included in this document provide information on occupations in the areas of health, recreation, fine arts/humanities, communications, transportation, construction, business/office, environment, and marine science. (BM).

ED 185 315 CE 024 757

Opticalman 3 & 2, Naval Education and Training Command Rate Training Manual and Nonresident Career Course. Revised, 1979.

Naval Education and Training Program Development Center, Pensacola, Fla

Report No.—NAVEDTRA-10205-B

Pub Date—79

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF02/PC21 Plus Postage

Descriptors—*Curriculum, *Equipment Maintenance, *Military Training, *Optics, *Repair, Independent Study, Learning Activities, Light, Navigation, Spectroscopy

Identifiers—Navy, Opticalmen

This document contains a U.S. Navy Rate Training Manual and Nonresident Career Course which form a self-study package to teach the theoretical knowledge and mental skills needed by the Opticalman Third Class and Opticalman Second Class. (Opticalmen maintain, repair, and overhaul telescopic alidades, azimuth and bearing circles, binoculars, compasses, gunsights, sextants, hand-held rangefinders, night vision equipment, submarine periscopes and other precision instruments.) Information in the Rate Training Manual (RTM) is divided into the following twelve chapters: (1) Advancement; (2) The Nature of Light; (3) Mirrors and Prisms; (4) Lenses; (5) Basic Optical Systems; (6) Design and Construction; (7) Maintenance Procedures—Part I; (8) Maintenance Procedures—Part II; (9) Machine Tool Operations; (10) Optical and Navigation Equipment; (11) Night Visual Sights and Gunsights; and (12) Submarine Periscopes. A U.S. Customary and Metric System Units of Measurement table is appended. The Nonresident Career Course (NRCC) follows the RTM index of key terms. The NRCC contains a set of assignments keyed to reading assignments in the Rate Training Manual. It is recommended that this training package be combined with on-the-job training for greater effectiveness. (BM).

ED 185 329 CE 024 789

Energy: ECCMC Special Bibliography in Vocational & Career Education.

Illinois State Board of Education, Springfield. East Central Curriculum Management Center

Pub Date—80

Pub Type—Reference Materials—Bibliographies (131)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Career Education, *Energy Conservation, *Solar Radiation, *Vocational Education, Annotated Bibliographies, Citations References, Elementary Secondary Education, Environmental Education, Natural Resources, Postsecondary Education

This annotated bibliography lists materials in the field of energy that would be of use to vocational and career educators. Materials included in the guide focus on areas such as solar energy, energy and agriculture, natural energy sources, and energy and the environment. All materials listed are available on a thirty-day loan from East Central Curriculum Management Center. (LRA).

ED 185 332 CE 024 797

Identification of Parts Failures. FOS: Fundamentals of Service.

John Deere Co. Moline, Ill

Pub Date—79

Available from—John Deere Distribution Service Center, Service Publications, Dept. 333, 1400-3rd Ave. Moline, IL 61265 (Order No. FOS-6101B, $5.25; 10 or more—$3.94 each; supplementary slide set—$80.00)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Non-Print Media (100)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Agricultural Education, *Agricultural Engineering, *Agricultural Machinery, *Equipment Maintenance, *Tractors, *Vocational Education, Instructional Materials, Postsecondary Education, Power Technology, Repair, Secondary Education

This parts failures identification manual is one of a series of power mechanics texts and visual aids covering theory of operation, diagnosis of trouble problems, and repair of automotive and off-the-road construction and agricultural equipment. Materials provide basic information with many illustrations for use by vocational students and teachers as well as shop servicemen and laymen. Each of the eleven chapters shows pictures of failed parts followed by a brief explanation and reasons why the part might have failed. Chapters are (1) Pistons, Rings, and Cylinder Liners; (2) Journal Bearings; (3) Valve Gear Trains; (4) Turbochargers; (5) Gears; (6) Shafts, Axles, Spindles, and Universal Joints; (7) Hydrostatic Transmissions; (8) Anti-Friction Bearings; (9) Belts and Chains; (10) Tracks and Tires; and (11) Miscellaneous Failures. A glossary is appended. (A supplementary 35mm color slide set is also available—see availability note.) (LRA).

ED 185 333 CE 024 798

Fuels, Lubricants, and Coolants. FOS: Fundamentals of Service.

John Deere Co. Moline, Ill

Pub Date—79

Available from—John Deere Distribution Service Center, Service Publications, Dept. 333, 1400-3rd Ave. Moline, IL 61265 (Order No. FOS-5803B, $4.25; 10 or more—$3.19 each; supplementary slide set—$24.00)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Agricultural Education, *Fuels, *Lubricants, *Power Technology, *Vocational Education, Agricultural Engineering, Agricultural Machinery, Equipment Maintenance, Instructional Materials, Postsecondary Education, Secondary Education, Tractors

Identifiers—Coolants

This manual on fuels, lubricants, and coolants is one of a series of power mechanics tests and visual aids on automotive and off-the-road agricultural and construction equipment. Materials present basic information with illustrations for use by vocational students and teachers as well as shop servicemen and laymen. Focusing on fuels, the first of three parts discusses areas such as compression and fuels, octane ratings, selecting fuels for liquid propane gas engines, diesel fuel characteristics, and storing fuels. Part 2, Lubricants, describes engine oils, engine oil ratings, contamination of oil, mistaken ideas about engine oils, storing and handling engine oils, and hydraulic and transmission fluids. Part 3 focuses on coolants and discusses topics such as parts of the liquid cooling system, water as a coolant, warm weather conditioning of the system, preventing corrosion and deposits, and water pump and fan lubrication. Each part concludes with test questions. Answers to the test questions are appended. (A supplementary 35mm color slide set is also available—see availability note.) (LRA).

ED 185 335 **CE 024 815**

Industrial Arts Education Competency Catalogs for Basic Technical Drawing, Engineering Drawing, Architectural Drawing, Electricity and Electronics, Energy and Power, Graphic Communications.

Old Dominion Univ. Norfolk, Va. Dept. of Industrial Arts Education

Spons Agency—Virginia State Dept. of Education, Richmond. Trade and Industrial Education Service

Pub Date—79

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Reference Materials—Directories/Catalogs (132)

EDRS Price—MF01/PC13 Plus Postage

Descriptors—*Industrial Arts, *Minimum Competencies, *Skill Analysis, Architectural Drafting, Competence, Competency Based Education, Electricity, Electronics, Energy, Engineering Drawing, Graphic Arts, Power Technology, Secondary Education, Skill Development, Teaching Guides, Technical Illustration

Identifiers—Virginia

Six competency catalogs of tasks for industrial arts programs are presented. These include catalogs in Architectural Drawing, Basic Technical Drawing, Electricity and Electronics, Energy and Power, Engineering Drawing, and Graphic Communications. The purpose of each catalog is to establish a basis for program content selection and criterion levels from which one may measure to see if individual learners have achieved minimal competence. Each catalog begins with an introduction, format description, course description, course goals, and suggested topical outline. The remainder of the catalog is comprised of task statements. Each task follows a typical format that includes the following sections: (1) Area of Competency, which identifies the industrial arts course for which the task was prepared; (2) Content/Concept, which identifies the sub-area with which the particular task is associated; (3) Task, which identifies the knowledge, skills, or attitudes that the learner should possess after instruction; (4) Criterion Referenced Measure, which provides the means of determining whether the learner can successfully perform the task; and (5) Performance Goals, which identifies sub-tasks that lead to the development of the knowledge, skills, and attitudes identifed in the task. (LRA).

ED 185 336 **CE 024 816**

Dugger, William E. And Others

Industrial Arts Education Competency Catalogs for Communication Technology, Materials and Processes Technology, Power and Transportation Technology.

Old Dominion Univ. Norfolk, Va. Dept. of Industrial Arts Education

Spons Agency—Virginia State Dept. of Education, Richmond. Trade and Industrial Education Service

Pub Date—79

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Reference Materials—Directories/Catalogs (132)

EDRS Price—MF01/PC06 Plus Postage

Descriptors—*Industrial Arts, *Minimum Competencies, *Skill Analysis, Communications, Competence, Competency Based Education, Manufacturing, Power Technology, Secondary Education, Skill Development, Teaching Guides

Identifiers—Virginia

Three competency catalogs of tasks for industrial arts programs are presented. These include catalogs in Communications Technology, Materials and Processes Technology, and Power and Transportation Technology. The purpose of each catalog is to establish a basis for program content selection and criterion levels from which one may measure to see if individual learners have achieved minimal competence. Each catalog begins with an introduction, format description, course description, course goals, and suggested topical outline. The remainder of the catalog is comprised of task statements. Each task follows a typical format that includes the following sections: (1) Area of Competence, which identifies the industrial arts course for which the task was prepared; (2) Content/Concept, which identifies the sub-area with which the particular task is associated; (3) Task, which identifies the knowledge, skills, or attitudes that the learner should possess after instruction; (4) Criterion Referenced Measure, which provides the means of determining whether the learner can successfully perform the task; and (5) Performance Goals, which identifies sub-tasks that lead to the development of the knowledge, skills, and attitudes identified in the task. (LRA).

ED 185 337 **CE 024 817**

Ritz, John M. And Others

Industrial Arts Education Competency Catalogs for Exploring Technology, Modern Industry, Construction, Manufacturing.

Old Dominion Univ. Norfolk, Va. Dept. of Industrial Arts Education

Spons Agency—Virginia State Dept. of Education, Richmond. Trade and Industrial Education Service

Pub Date—79

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Reference Materials—Directories/Catalogs (132)

EDRS Price—MF01/PC07 Plus Postage

Descriptors—*Industrial Arts, *Minimum Competencies, *Skill Analysis, Competence, Competency Based Education, Construction Process, Industry, Manufacturing, Secondary Education, Skill Development, Teaching Guides, Technology

Identifiers—Virginia

Four competency catalogs of tasks for industrial arts programs are presented. These include catalogs in Exploring Technology, Modern Industry, Construction, and Manufacturing. The purpose of each catalog is to establish a basis for program content selection and criterion levels from which one may measure to see if individual learners have achieved minimal competence. Each catalog begins with an introduction, format description, course description, course goals, and suggested topical outline. The remainder of the catalog is comprised of task statements. Each task follows a typical format that includes the following sections: (1) Area of Competence, which identifies the industrial arts course for which the task was prepared; (2) Content/Concept, which identifies the sub-area with which the particular task is associated; (3) Task, which identifies the knowledge, skills, or attitudes that the learner should possess after instruction; (4) Criterion Referenced Measure, which provides the means of determining whether the learner can successfully perform the task; and (5) Performance Goals, which identifies sub-tasks that lead to the development of the knowledge, skills, and attitudes identified in the task. (LRA).

ED 185 338 **CE 024 818**

Industrial Arts Education Competency Catalogs for Metals Technology, Woods Technology, General Industrial Arts, Industrial Crafts.

Old Dominion Univ. Norfolk, Va. Dept. of Industrial Arts Education

Spons Agency—Virginia State Dept. of Education, Richmond. Trade and Industrial Education Service
Pub Date—79
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Reference Materials—Directories/Catalogs (132)
EDRS Price—MF01/PC12 Plus Postage
Descriptors—*Industrial Arts, *Minimum Competencies, *Skill Analysis, Competence, Competency Based Education, Handicrafts, Metal Working, Secondary Education, Skill Development, Teaching Guides, Woodworking
Identifiers—Virginia

Four competency catalogs of tasks for industrial arts programs are presented. These include catalogs in Metals Technology, Woods Technology, General Industrial Arts, and Industrial Crafts. The purpose of each catalog is to establish a basis for program content selection and criterion levels from which one may measure to see if individual learners have achieved minimal competence. Each catalog begins with an introduction, format description, course description, course goals, and suggested topical outline. The remainder of the catalog is comprised of task statements. Each task follows a typical format that includes the following sections: (1) Area of Competence, which identifies the industrial arts course for which the task was prepared; (2) Content/Concept, which identifies the sub-area with which the particular task is associated; (3) Task, which identifies the knowledge, skills, or attitudes that the learner should possess after instruction; (4) Criterion Referenced Measure, which provides the means of determining whether the learner can successfully perform the task; and (5) Performance Goals, which identifies sub-tasks that lead to the development of the knowledge, skills, and attitudes identified in the task. (LRA).

ED 185 340 CE 024 821

A Competency-Based Guide for Organizing and Administering Cooperative Office Education.
Virginia State Dept. of Education, Richmond. Div. of Vocational Education
Pub Date—79
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC09 Plus Postage
Descriptors—*Business Education, *Competency Based Teacher Education, *Cooperative Education, *Office Occupations Education, Business Education Teachers, Competence, Course Organization, Learning Modules, Secondary Education, Teaching Guides
Identifiers—Virginia

This guide presents a systematic approach to developing competencies that will enable teacher-coordinators to meet effectively the occupational needs of students and to provide a source of well-trained individuals for business and office occupations. The guide consists of ten competency-based instructional modules which outline procedures for initiating, developing, operating, improving, and evaluating cooperative office education (COE). Module titles are (1) What COE Is and Is Not, (2) Determine the Need for a COE Program, (3) Student Recruitment, (4) Student Selection, (5) Organization of Instruction, (6) Finding Training Stations, (7) Completing Training Plans, (8) COE Student Job Placement, (9) Conducting Coordination Activities, and (10) Sponsor Development. Eacb module consists of a rationale, objectives, learning activities, criterion test, and model answers. (LRA).

ED 185 341 CE 024 822

Ricks, Betty R. Ed. Schmidt, B. June, Ed
Competency-Based Course Outlines for Business and Office Education. Secretarial, Stenographic, Typewriting and Related Occupations.
Virginia State Dept. of Education, Richmond. Div. of Vocational Education
Pub Date—79
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC08 Plus Postage
Descriptors—*Office Occupations, *Office Occupations Education, Business Skills, Clerical Occupations, Competency Based Education, Course Content, High Schools, Minimum Competencies, Shorthand, Skill Development, Teaching Guides, Typewriting
Identifiers—Virginia

This guide contains course outlines designed to assist teachers with the identification of research-based competencies for courses in business and office education. Outlines are provided for seven courses: typewriting, clerk typist one, clerk typist two, stenography one, stenography two, beginning shorthand, and advanced shorthand. Following a brief description of the course, each outline is divided into three sections: topical outline, enabling competencies, and terminal competencies. (LRA).

ED 185 343 CE 024 824

Dewald, Margaret R.
Vocational Home Economics Curriculum Guide for Occupational Clothing and Textiles.
Virginia Polytechnic Inst. and State Univ. Blacksburg. Div. of Vocational-Technical Education. Virginia State Dept. of Education, Richmond. Home Economics Education Service
Pub Date—79
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC08 Plus Postage
Descriptors—*Clothing Instruction, *Home Economics Skills, *Occupational Home Economics, *Textiles Instruction, Clothing, Curriculum Guides, Fashion Industry, Learning Activities, Secondary Education, Teaching Guides
Identifie—Virginia

The training program outlined in this guide focuses upon the development of students for gainful employment through a two-year course of study in clothing and textiles. Instructional topics are provided in six areas: clothing and textiles careers; alterationist; custom dressmaker; industrial sewing; getting, keeping, and using the paycheck; and fabrics for clothing. Each topic follows a typical format including the following sections: concept, performance objective, generalization, competencies, suggested learning activities, and criterion-referenced measure. Appended material includes a description of the cooperative education program, the vocational youth organization (HERO), community occupational advisory committees, and a bibliography. (LRA).

ED 185 344 CE 024 825

Dewald, Margaret R.
Vocational Home Economics Curriculum Guide for Occupational Home and Institutional Services.
Virginia Polytechnic Inst. and State Univ. Blacksburg. Div. of Vocational-Technical Education. Virginia State Dept. of Education, Richmond. Home Economics Education Service
Pub Date—79
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC07 Plus Postage
Descriptors—*Home Economics Skills, *Housekeepers, *Occupational Home Economics, * Curriculum Guides, Day Care, Food Service, Learning Activities, Secondary Education, Teaching Guides
Identifiers—Virginia

The training program outlined in this guide focuses upon the development of students for gainful employment through a two-year course of study in home and institutional services. Instructional topics are provided in nine areas: orientation to home and institutional services, cleaning supplies and equipment, cleaning surfaces, cleaning clothes and linens, cleaning and using kitchen appliances, preparing food, caring for people, employee awareness, and miscellaneous tasks. Each topic follows a typical format including the following sections: concept, performance objective, generalization, competencies, suggested learning activities, and criterion-referenced measure. Appended material includes a description of the cooperative education program, the vocational youth organization (HERO), community occupational advisory comittees, and a bibliography. (LRA).

ED 185 358 CE 024 868

Gardening and Groundskeeping: A Series of Learning Activity Packages. Volume I: Learning Activity Packages 1-42.

Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Agricultural Education Section
Pub Date—79
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)
EDRS Price—MF01/PC08 Plus Postage
Descriptors—*Groundskeepers, *Ornamental Horticulture, Agricultural Education, Behavioral Objectives, Fertilizers, Herbicides, High Schools, Horticulture, Insecticides, Learning Activities, Learning Modules, Maintenance, Planning, Plant Identification, Postsecondary Education, Supervision, Vocational Education

These forty-two learning activity packages, intended for student use, are based on a catalog of performance objectives, criterion-referenced measures, and performance guides for gardening-groundskeeping developed by the Vocational Education Consortium of States (V-TECS). They are organized by four areas of instruction: Organizing and Planning (personnel consideration, planting and fertilization schedules); Directing and Implementing (safety and inspection activities, replacement ordering); Inspecting and Evaluating (soil sampling, storage procedures, equipment capability evaluation); and Maintaining Plants (general plant care, including planting, pruning, watering and insect protection. Each package has the same format: Introduction; Directions to the Student, Objective(s); Learning Activities; Safety; Equipment, Tools, and Supplies Needed; Instructions; Student Self-check; Final Check-out Activity; and Instructors Final Checklist. It is noted that references listed or appropriate substitutes are essential, since the learning packages as presented do not include complete content. (Volume II contains packages 43-84—see Note.) (MEK).

ED 185 368 CE 024 921
Albracht, James, Ed
Kansas Vocational Agriculture Education. Basic Core Curriculum Project, Horticulture I.
Kansas State Univ. Manhattan. Dept. of Adult and Occupational Education
Spons Agency—Kansas State Dept. of Education, Topeka. Div. of Vocational Education
Pub Date—80
Available from—Vocational Curriculum Materials Center, Pittsburg State University, Pittsburg, KS 66762
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Tests, Questionaires, Evaluation instru ments (160)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Agricultural Education, *Horticulture, *Vocational Education, Agricultural Engineering, Career Planning, Course Content, Floriculture, Greenhouses, Grounds Keepers, High Schools, Landscaping, Learning Activities, Nurseries Horticulture, Ornamental Horticulture, Plant Growth, Plant Identification, State Curriculum Guides, Student Organizations, Supervised Farm Practice, Teaching Guides, Units of Study
Identifiers—Kansas

This secondary horticulture curriculum guide is one of a set of three designated as the basic core of instruction for horticulture programs in Kansas. Units of instruction are presented in thirteen sections: (1) Orientation and Careers, (2) Leadership and Future Farmers of America, (3) Supervised Occupational Experience Program, (4) Plant Classification, (5) Plant Growth and Development, (6) Nursery Operations, (7) Greenhouses, (8) Floriculture, (9) Landscape Nursery, (10) Lawn Maintenance, (11) Vegetable Production, (12) Fruit Production, and (13) Horticulture Mechanics. Each unit is comprised of the following parts: terminal objective, specific objectives, information sheets, assignment sheets, and unit test. (LRA).

ED 185 369 CE 024 922
Albracht, James, Ed
Kansas Vocational Agriculture Education. Basic Core Curriculum Project, Horticulture II.
Kansas State Univ. Manhattan. Dept. of Adult and Occupational Education
Spons Agency—Kansas State Dept. of Education, Topeka. Div. of Vocational Education
Pub Date—80
Available from—Vocational Curriculum Materials Center, Pittsburg State University, Pittsburg, KS 66762
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Tests, Questionaires, Evaluation instru ments (160)
EDRS Price—MF02 Plus Postage. PC Not Available from EDRS
Descriptors—*Agricultural Education, *Horticulture, *Vocational Education, Agricultural Engineering, Course Content, Fertilizers, High Schools, Learning Activities, Nurseries Horticulture, Ornamental Horticulture, Plant Growth, Plant Pathology, Plant Propagation, State Curriculum Guides, Supervised Farm Practice, Teaching Guides, Units of Study
Identifiers—Kansas

This second horticulture guide is one of a set of three designated as the basic core of instruction for horticulture programs in Kansas. Units of instruction are presented in eight sections: (1) Leadership, (2) Supervised Occupational Experience, (3) Plant Propagation, (4) Soil and Plant Growth Media, (5) Fertilizers, (6) Greenhouse, (7) Plant Problems and Controls, and (8) Horticulture Mechanics. Each unit is comprised of the following parts: terminal objective, specific objectives, information sheets, assignment sheets, and unit test. (LRA).

ED 185 370 CE 024 923
Albracht, James, Ed
Kansas Vocational Agriculture Education. Basic Core Curriculum Project, Horticulture III.
Kansas State Univ. Manhattan. Dept. of Adult and Occupational Education
Spons Agency—Kansas State Dept. of Education, Topeka. Div. of Vocational Education
Pub Date—80
Available from—Vocational Curriculum Materials Center, Pittsburg State University, Pittsburg, KS 66762
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Tests, Questionaires, Evaluation instru ments (160)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Agricultural Education, *Horticulture, *Vocational Education, Agricultural Engineering, Business Skills, Course Content, Greenhouses, Grounds Keepers, High Schools, Human Relations, Landscaping, Learning Activities, Nurseries Horticulture, Ornamental Horticulture, State Curriculum Guides, Teaching Guides, Units of Study
Identifiers—Kansas

This secondary horticulture curriculum guide is one of a set of three designated as the basic core of instruction for horticulture programs in Kansas. Units of instruction are presented in eight sections: (1) Human Relations, (2) Business Operations, (3) Greenhouse, (4) Retail Flowershop Operation, (5) Landscape Nursery, (6) Lawn Maintenance, (7) Garden Center, and (8) Horticulture Mechanics. Each unit is comprised of the following parts: terminal objective, specific objectives, information sheets, assignment sheets, and unit test. (LRA).

ED 185 371 CE 024 924
Planning Guide for Kansas Farm Business Analysis Programs.
Spons Agency—Kansas State Dept. of Education, Topeka. Kansas State Univ. Manhattan
Pub Date—78
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC11 Plus Postage
Descriptors—*Agricultural Education, *Farm Accounts, *Farm Management, *Vocational Education, Accounting, Learning Activities, Planning, Recordkeeping, Secondary Education, Teaching Guides
Identifiers—Kansas

This planning guide for farm business analysis programs presents units of instruction in four major areas: (1) farm records and accounts (14 units), (2) farm records summary and analysis (17 units), (3) farm planning and reorganization (16 units), and (4) advanced farm and ranch management (11 units). Each unit outline is divided into six major areas: terminal objectives, specific objectives, possible learning activities, outline of instructional content, instructional material, and references. (LRA).

ED 185 388 CE 024 995

Syhlman, William D.

Designing Training Plans for Distributive Education. Final Report.

Eastern Washington Univ. Cheney

Spons Agency—Washington State Commission for Vocational Education, Olympia.

Pub Date—80

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Tests, Questionaires, Evaluation instru ments (160)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Cooperative Education, *Distributive Education, *Job Skills, *Marketing, Advertising, Agricultural Supplies, Business, Check Lists, Clothing, Competency Based Education, Construction Materials, Educational Planning, Experiential Learning, Fashion Industry, Financial Services, Food Service, Home Furnishings, Hotels, Industry, Insurance, Merchandising, Minimum Competencies, Motor Vehicles, On the Job Training, Petroleum Industry, Real Estate, Recreation, Secondary Education, Transportation, Work Experience

Identifiers—Distributive Education Clubs of America, Entrepreneurs

These distributive education training and development plans for secondary-level programs provide lists of competencies a student needs to hold a job in sales and marketing occupational areas. The design of the training plans is based on a "pyramid" which incorporates the following five sections or levels of competencies (from general to specific): large group basic, small group occupational code, individual special code, DECA (Distributive Education Clubs of America), and on-the-job-individual competencies which may be identified by the coordinator or employer. Each of the training plans follows this format: name and occupational code, occupational description, sample job tasks and responsibilities, and competency checklists upon which are to be indicated the means of mastering the competencies (the five levels of the pyramid), and a final student evaluation form to scale traits and work habits/abilities. The twenty-two areas are advertising and display services; apparel and accessories marketing; vehicles and accessories marketing; finance and credit services; floristry, farm, and garden materials marketing; food marketing; food services marketing; general merchandise retailing; hardware and building supplies marketing; home furnishings marketing; hotel, motel, and lodging services; industrial and institutional marketing; insurance; international marketing; personal services marketing; petroleum marketing; real estate marketing; recreational marketing; transportation and travel marketing; business services marketing; business ownership (entrepreneurship); and general marketing. (YLB).

ED 185 415 CE 025 158

Home Economics Education. Housing, Furnishings, and Equipment Modules. Samples for Levels III, IV, and V. Fourth in a Series.

New York State Education Dept. Albany. Bureau of Occupational Education Curriculum Development

Pub Date—79

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—*Home Economics Education, *Home Furnishings, *Housing, *Learning Activities, *Learning Modules, *Student Evaluation, Behavioral Objectives, Careers, Curriculum Development, Leisure Time, Safety Education, Secondary Education, State Curriculum Guides

Identifiers—New York

Based on the New York State homemaking-family living curriculum, this document presents sample modules appropriate for instructional levels III, IV, and V (grades 9-12) for the housing, furnishings, and equipment subject area. An introductory section presents a chart of the housing, furnishings, and equipment modules; steps in planning a course of study; and guidelines for evaluating and editing home economics curriculum modules. The remaining three sections of the document present the scope of learnings chart and sample modules for each of the three instructional levels. Six content areas form the basis for the modules: management, buymanship, leisure, career, health and safety, and relationships. Each sample module contains the following sections: module title, learning outcome, behavioral outcomes, suggested learning experiences, suggested measurement of student progress, and related modules titles. (LRA).

ED 185 425 CE 025 209

Bearings and Seals. FOS: Fundamentals of Service.

John Deere Co. Moline, Ill

Pub Date—80

Available from—John Deere Distribution Service Center, Service Publications, Dept. 333, 1400-3rd Ave. Moline, IL 61265 (order no. FOS-54B; $4.25, 10 or more—$3.19 each; supplementary slide set—$50.00)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Tests, Questionaires, Evaluation instru ments (160)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Agricultural Education, *Power Technology, *Vocational Education, Agricultural Engineering, Auto Mechanics, Engines, Equipment Maintenance, Industrial Arts, Postsecondary Education, Secondary Education

Identifiers—Bearings, Seals (Mechanics)

This manual on bearings and seals is one of a series of power mechanics texts and visual aids for use in training for the servicing of automotive and off-the-road farm and industrial machines. Materials provide basic information and illustrations for use by vocational students and teachers as well as shop servicemen and laymen. Focusing on bearings, the first of two parts addresses topics such as types of bearings, loads on bearings, plain bearings (bushings), diagnosis of plain bearing failures, trouble shooting of plain bearings, anti-friction bearings, bearing capacities, types of ball bearings, types of roller bearings, types of needle bearings, maintenance of anti-friction bearings, diagnosis of failures, lubrication of anti-friction bearings, installation of anti-friction bearings, and trouble shooting of anti-friction bearings. Part 2 focuses on seals and addresses topics such as types of seals, how seals are selected, dynamic seals, radial lip seals, exclusion seals, clearance seals, ring seals, face seals, compression packings, molded packings, diaphragm seals, static seals, nonmetallic gaskets, metallic gaskets, static O-rings, engine cylinder head gaskets, sealants, hardening-type sealants, nonhardening sealants, and tape sealants. Each part concludes with test questions. Answers to the test questions are appended. (A supplementary set of 35mm color slides is also available—see availability note.) (LRA).

ED 185 426 CE 025 210

Belts and Chains. FOS: Fundamentals of Service.

John Deere Co. Moline, Ill

Pub Date—80

Available from—John Deere Distribution Service Center, Service Publications, Dept. 333, 1400-3rd Ave. Moline, IL 61265 (Order No. FOS-53B, $3.25; 10 or more—$2.44 each; supplementary slide set—$32.00)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Tests, Questionaires, Evaluation instru ments (160)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Agricultural Education, *Equipment Maintenance, *Vocational Education, Industrial Arts, Postsecondary Education, Power Technology, Secondary Education

Identifiers—Belts (Mechanics), Chains (Mechanics)

This manual on belts and chain drives is one of a series of power mechanics texts and visual aids on theory, of operation, diagnosis, and repair of automotive and off-the-road agricultural and construction equipment. Materials provide basic information and illustrations for use by vocational students and teachers as well as shop servicemen and laymen. Focusing on belts, the first of two parts addresses topics such as advantages and disadvantages of belts, types of belts, comparison of belts, operation of V-belt drives, reading V-belt sizes, V-belt pulleys and sheaves, relative output speed of belt drives, variablespeed belt drives, belt tension mechanisms, mechanical interference, sheave groove wear, replacing sheaves, installing V-belts, maintenance of flat belts, wear on flat belts, and trouble shooting belt drives. Part 2 focuses on chains and addresses topics such as principles of chain drives, advantages and disadvantages of chains, uses of chains, types of chains, drive arrangements, matching chains and sprockets, relative speed of sprockets, aligning shafts and sprockets, chain slack, lubricating chains, chain wear, and trouble shooting chain drives. Each part concludes with test questions. Answers to the test questions are appended. (A supplementary 35mm color slide set is also available—see availability note.) (LRA).

ED 185 427 CE 025 211

Fiber Glass/Plastics. FOS: Fundamentals of Service.

John Deere Co. Moline, Ill

Pub Date—74

Available from—John Deere Distribution Service Center, Service Publications, Dept. 333, 1400-3rd Ave. Moline, IL 61265 (Order No. FOS-59B, $3.25; 10 or more—$2.44 each; supplementary slide set—$32.00)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Agricultural Education, *Equipment Maintenance, *Plastics, *Repair, * *Vocational Education, Agricultural Engineering, Auto Body Repairers, Industrial Arts, Motor Vehicles, Postsecondary Education, Secondary Education

Identifiers—Fiberglass

This manual on methods of repairing damaged components and parts made of fiberglass/plastics is one of a series of texts and visual aids on operation, diagnosis, and repair of engine powered vehicles. Materials provide basic information with illustrations for use by vocational students and teachers as well as shop servicemen and laymen. Focusing on the nature of fiberglass/plastic, the first of four parts includes a discussion of what fiberglass/plastic is, materials for making it, how fiberglass/plastic parts are made, and types of damage. Part 2 describes materials and tools required for repairing fiberglass/plastic. The third part discusses repairing cosmetic damage such as scratches and gouges. Focusing on repairing structural damage, part 4 addresses the following topics: backing patches; hairline cracks; small fractures: simple curve; large fractures: simple curve; fractures: inaccessible underside; and fractures on a compound curve. Parts 3 and 4 conclude with test questions. Answers to the test questions are appended. (A supplementary 35mm slide set is also available—see availability note.) (LRA).

ED 185 428 CE 025 212

Mowing and Spraying Equipment. FOS: Fundamentals of Service.

John Deere Co. Moline, Ill

Pub Date—74

Available from—John Deere Distribution Service Center, Service Publications, Dept. 333, 1400-3rd Ave. Moline, IL 61265 (Order No. FOS-56B, $3.25; 10 or more—$2.44 each; supplementary slide set—$30.00)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Agricultural Education, *Agricultural Machinery, *Equipment Maintenance, *Vocational Education, Agricultural Engineering, Postsecondary Education, Secondary Education

Identifiers—Mowing Equipment, Spraying Equipment

This manual on mowing and spraying equipment is one of a series of power mechanics texts and visual aids on servicing of automotive and off-the-road agricultural and construction machinery. Materials provide basic information and illustrations for use by vocational students and teachers as well as shop servicemen and laymen. Focusing on mowing cutter bars, the first of two parts addresses topics such as types of cutter bars; cutter bar components; maintenance and adjustment; adjusting the cutter bar, knife, guards, cutter bar lead, the operating height, and the cutter bar tilt; removing and repairing the knife; and servicing the guards and shoes. Part 2 focuses on spraying nozzles and addresses topics such as flow rate, atomization, types of nozzles, calibrating the application rate, checking nozzle tip flow rate, problems with nozzles, cleaning of nozzles, and calibration formulas. Each part concludes with test questions. Answers to the test questions are appended. (A supplementary slide set is also available—see availability note.) (LRA).

ED 185 429 CE 025 213

Shop Tools. FOS: Fundamentals of Service.

John Deere Co. Moline, Ill

Pub Date—80

Available from—John Deere Distribution Service Center, Service Publications, Dept. 333, 1400-3rd Ave. Moline, IL 61265 (Order No. FOS-51B, $3.25; 10 or more—$2.44 each; supplementary slide set—$18.00)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Agricultural Education, *Hand Tools, *Machine Tools, *Vocational Education, Agricultural Engineering, Auto Mechanics, Equipment Maintenance, Industrial Arts, Postsecondary Education, Secondary Education

This shop tools manual is one of a series of power mechanics texts and visual aids on servicing of automotive and off-the-road equipment. Materials provide basic information and illustrations for use by vocational students and teachers as well as shop servicemen and laymen. Sections describe the use of the following tools: screwdrivers, hammers, pliers, wrenches, chisels, punches, files, hacksaws, vises, clamps, twist drills, taps and dies, screw extractors, pullers, magnetic pick-up tools, inspection mirrors, tubing cutters, soldering equipment, feeler gauges, micrometers, dial indicators, spring testers, pressure gauges, and speed-measuring tools. The manual concludes with test questions. Appended material includes tables of weights and measures and the test question answers. (A supplementary 35mm slide set is also available—see availability note.) (LRA).

ED 185 430 CE 025 214

Welding. FOS: Fundamentals of Service.

John Deere Co. Moline, Ill

Pub Date—79

Available from—John Deere Distribution Service Center, Service Publications, Dept. 333, 1400-3rd Ave. Moline, IL 61265 (Order No. FOS-52B, $5.25; 10 or more—$3.94 each; supplementary slide set—$50.00)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Agricultural Education, *Vocational Education, *Welding, Agricultural Engineering, Equipment Maintenance, Industrial Arts, Postsecondary Education, Secondary Education

This manual on modern gas and arc welding is one of a series of power mechanics texts and visual aids on the servicing of automotive and off-the-road agricultural and construction equipment. Materials provide basic information with illustrations for use by vocational students and teachers as well as shop servicemen and laymen. The eight sections focus on (1) Gas Welding, (2) Arc Welding, (3) Oxygen and Arc Cutting, (4) Brazing and Soldering, (5) Metal Surfacing, (6) Design of Welded Units, (7) Properties of Metals, and (8) Welding Safety. Each part concludes with test questions. Answers to the test questions and a glossary are appended. (A supplementary 35mm slide set is also available—see availability note.) (LRA).

ED 186 579 CE 021 512

Occupational Education for Students with Special Needs: Master Table of Contents for 17-Volume Series.

Nassau County Board of Cooperative Educational Services, Westbury, N.Y.

Spons Agency—New York State Education Dept. Albany

Pub Date—75

Available from—Board of Cooperative Educational Services of Nassau County, Valentines Rd. and The Plain Rd. Westbury, NY 11590 ($10.00; index and 17 volumes, $75.00; handling charges: total set, $10.00; individual documents, $2.50)

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Reference Materials—General (130)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Disabilities, *Special Education, *Vocational Education, Competency Based Education, Course Content, Curriculum Guides, Employment Potential, Indexes, Interpersonal Competence, Job Skills, Mainstreaming, Postsecondary Education, Secondary Education, Teaching Guides

This master table of contents provides a comprehensive overview of all seventeen books included in a series of curriculum resource guides for occupational teachers who work with special needs students. Each includes performance objectives and suggested instructional activities for job behaviors and attitudes common to all employment as well as to the specific occupation. Books included in the series are Automotive Maintenance; Body and Fender Repair; Building Maintenance; Building Trades; Distributive Services; Electronic Assembly; Floriculture; Food Services; Graphics; Mechanical Assembly; Office Services; Ornamental Horticulture; Packaging; Personal Services, Health Oriented; Personal Services, Housekeeping Oriented; Plastics Manufacturing and Assembling; and Wood Products Assembly. (LRA).

ED 186 616 CE 024 552

Alexander, Wilma Jean And Others

Business Education into the Eighties.

Illinois State Univ. Normal. Dept. of Business Education

Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education

Pub Date—79

Available from—Curriculum Publications Clearinghouse, Western Illinois University, 47 Horrabin Hall, Macomb, IL 61455 ($8.00)

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Business Administration, *Business Education, *Course Descriptions, * *Distributive Education, *Economics, *Marketing, Accounting, Adult Education, Business Communication, Business Skills, Career Education, Clerical Workers, Consumer Education, Continuing Education, Cooperative Education, Course Content, Course Objectives, Curriculum Development, Curriculum Guides, Data Processing, Economics Education, Legal Education, Mathematics, Metric System, Office Occupations Education, Office Practice, Postsecondary Education, Program Development, Secondary Education, Statewide Planning, Two Year Colleges

Identifiers—Illinois, Small Business Administration, Word Processing

This publication is a comprehensive curriculum guide designed to assist local educators in planning for comprehensive business programs at the secondary and postsecondary levels. Information is of value for use by teacher educators when preparing students for teaching careers. The curriculum guide is divided into 18 sections. The first five sections and the last section deal with major philosophical as well as current issues relevant to business education. The other sections deal with specific subject areas: Orientation and Exploration in the Business, Marketing and Management Occupational Area; Infusion of Career Education, Metrics, and Economic Education; Mathematics for Business; Basic Business and Economic Education Programs; Accounting Programs; Data Processing Programs; Clerical, Secretarial, Word Processing, and Administrative Office Careers; Business Communications and Word Processing Programs; Marketing and Distributive Education Programs; Cooperative Method in Vocational Education; Adult and Continuing Education Programs; and Small Business Administration Programs. These sections provide materials for development of programs and courses and include discussion of course objectives, issues and problems, content, methodology, and sources of teaching aids. Extensive appendixes include a community occupational survey, values continuum, mainstreaming resources, recommended program sequences, and annotated bibliographies for several areas. (Author/YLB).

ED 186 681 CE 025 229

Driver Education Curriculum Guide. Laboratory Aide Instruction Curriculum Guide.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Ohio State Dept. of Education, Columbus. Div. of School Finance.

Pub Date—80

Available from—Ohio Department of Education, Division of School Finance, Driver Education Section, 65 South Front Street, Room 815, Columbus, OH 43215

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC09 Plus Postage

Descriptors—*Driver Education, *Inservice Teacher Education, *Teacher Aides, Course Content, Curriculum Guides, Lesson Plans, Teaching Guides, Traffic Safety

Identifiers—Ohio

The purpose of this curriculum guide is to prepare laboratory aide instructors to teach behind-the-wheel instruction to beginning drivers. The guide is designed with 12 specific instructional lessons to be conducted in conjunction with the scheduled driver education program. Each lesson follows a typical format that includes the following sections: (1) lesson title, (2) time (estimated scheduled hours), (3) lesson overview, (4) lesson objective, (5) instructional concepts, (6) suggested content outline, (7) learning activities, (8) instructional resources, and (9) candidate resources. Appended is a list of films and filmstrips that can be used in the course. (LRA).

ED 186 687 CE 025 254

Gemmill, Perry R. Kiss, Mary Ellen

Diagnostic Assessment of Disadvantaged Vocational Learners.

Maryland Univ. College Park. Dept. of Industrial Education

Spons Agency—Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education

Pub Date—79

Available from—The Maryland Vocational Curriculum Production Project, Western Maryland Vocational Center, P.O. Box 5448, McMullen Highway, Cresaptown, MD 21502

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Competency Based Teacher Education, *Educational Diagnosis, *Vocational Education Teachers, Diagnostic Tests, Educationally Disadvantaged, Individualized Instruction, Inservice Teacher Education, Learning Modules, Postsecondary Education, Secondary Education, Tests

This learning activity package (LAP) titled Diagnostic Assessment of Disadvantaged Vocational Learners is one of a series designed to develop competencies needed by vocational teachers working with disadvantaged students. Each LAP concentrates on one general vocational teacher competency and contains the following sections: an introduction, a teacher competency sheet, an information section, worksheets, and evaluation devices. The introduction describes the purpose and directions for using the booklet. The teacher competency sheet identifies the unit, competency, performance objective, learning activities and vocabulary to guide the learning of the vocational teacher. Information sheets and alternative print and nonprint media present content pertaining to the competency. A test is provided to check the teacher's comprehension of the information presented. Worksheets provide application of the content and a final evaluation instrument permits an assessment of the vocational teacher's performance. (LRA).

ED 186 688 CE 025 255

Gemmill, Perry R. Kiss, Mary Ellen

Disadvantaged Learner Referral Process.

Maryland Univ. College Park. Dept. of Industrial Education

Spons Agency—Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education

Pub Date—79

Available from—The Maryland Vocational Curriculum Production Project, Western Maryland Vocational Center, P.O. Box 5448, McMullen Highway, Cresaptown, MD 21502

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Competency Based Teacher Education, *Educationally Disadvantaged, *Referral, *Vocational Education Teachers, Individualized Instruction, Inservice Teacher Education, Learning Modules, Postsecondary Education, Secondary Education, Tests

This learning activity package (LAP) titled Disadvantaged Learner Referral Process is one of a series designed to develop competencies needed by vocational teachers working with disadvantaged students. Each LAP concentrates on one general vocational teacher competency and contains the following sections: an introduction, a teacher competency sheet, an information section, worksheets, and evaluation devices. The introduction describes the purpose and directions for using the booklet. The teacher competency sheet identifies the unit, competency, performance objective, learning activities and vocabulary to guide the learning of the vocational teacher. Information sheets and alternative print and nonprint media present content pertaining to the competency. A test is provided to check the teacher's comprehension of the information presented. Worksheets provide application of the content and a final evaluation instrument permits an assessment of the vocational teacher's performance. (LRA).

ED 186 689 CE 025 256

Gemmill, Perry R. Kiss, Mary Ellen

Characteristics of Disadvantaged Learners.

Maryland Univ. College Park. Dept. of Industrial Education

Spons Agency—Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education

Pub Date—79

Available from—The Maryland Vocational Curriculum Production Project, Western Maryland Vocational Center, P.O. Box 5448, McMullen Highway, Cresaptown, MD 21502

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Competency Based Teacher Education, *Educationally Disadvantaged, *Individual Characteristics, *Student Characteristics, *Vocational Education Teachers, Identification, Individualized Instruction, Inservice Teacher Education, Learning Modules, Postsecondary Education, Secondary Education, Tests

This learning activity package (LAP) titled Characteristics of Disadvantaged Learners is one of a series designed to develop competencies needed by vocational teachers working with disadvantaged students. Each LAP concentrates on one general vocational teacher competency and contains the following sections: an introduction, a teacher competency sheet, an information section, worksheets, and evaluation devices. The introduction describes the purpose and directions for using the booklet. The teacher competency sheet identifies the unit, competency, performance objective, learning activities and vocabulary to guide the learning of the vocational teacher. Information sheets and alternative print and nonprint media present content pertaining to the competency. A test is provided to check the teacher's comprehension of the information presented. Worksheets provide application of the content and a final evaluation instrument permits an assessment of the vocational teacher's performance. (LRA).

ED 186 690 CE 025 257

Gemmill, Perry R. Kiss, Mary Ellen

Disadvantaged Learner Analysis Profile.

Maryland Univ. College Park. Dept. of Industrial Education

Spons Agency—Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education

Pub Date—79

Available from—The Maryland Vocational Curriculum Production Project, Western Maryland Vocational Center, P.O. Box 5448, McMullen Highway, Cresaptown, MD 21502

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Competency Based Teacher Education, *Diagnostic Tests, *Educationally Disadvantaged, *Evaluation Methods, *Vocational Education Teachers, Individualized Instruction, Inservice Teacher Education, Learning Modules, Postsecondary Education, Secondary Education, Tests

This learning activity package (LAP) titled Disadvantaged Learner Analysis Profile is one of a series designed to develop competencies needed by vocational teachers working with disadvantaged students. Each LAP concentrates on one general vocational teacher competency and contains the following sections: an introduction, a teacher competency sheet, an information section, worksheets, and evaluation devices. The introduction describes the purpose and directions for using the booklet. The teacher competency sheet identifies the unit, competency, performance objective, learning activities and vocabulary to guide the learning of the vocational teacher. Information sheets and alternative print and nonprint media present content pertaining to the competency. A test is provided to check the teacher's comprehension of the information presented. Worksheets provide application of the content and a final evaluation instrument permits an assessment of the vocational teacher's performance. (LRA).

ED 186 691 CE 025 258

Gemmill, Perry R. Kiss, Mary Ellen

Occupational Cluster Analysis for Disadvantaged Vocational Learners.

Maryland Univ. College Park. Dept. of Industrial Education

Spons Agency—Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education

Pub Date—79

Available from—The Maryland Vocational Curriculum Production Project, Western Maryland Vocational Center, P.O. Box 5448, McMullen Highway, Cresaptown, MD 21502

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Cluster Analysis, *Competency Based Teacher Education, *Educationally Disadvantaged, *Job Analysis, *Vocational Education Teachers, Individualized Instruction, Inservice Teacher Education, Learning Modules, Postsecondary Education, Secondary Education, Task Analysis, Tests

This learning activity package (LAP) titled Occupational Cluster Analysis for Disadvantaged Vocational Learners is one of a series designed to develop competencies needed by vocational teachers working with disadvantaged students. Each LAP concentrates on one general vocational teacher competency and contains the following sections: an introduction, a teacher competency sheet, an information section, worksheets, and evaluation devices. The introduction describes the purpose and directions for using the booklet. The teacher competency sheet identifies the unit, competency, performance objective, learning activities and vocabulary to guide the learning of the vocational teacher. Information sheets and alternative print and nonprint media present content pertaining to the competency. A test is provided to check the teacher's comprehension of the information presented. Worksheets provide application of the content and a final evaluation instrument permits an assessment of the vocational teacher's performance. (LRA).

ED 186 692 CE 025 259

Gemmill, Perry R. Kiss, Mary Ellen

School and Community Resources for Disadvantaged Learners.

Maryland Univ. College Park. Dept. of Industrial Education

Spons Agency—Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education

Pub Date—79

Available from—The Maryland Vocational Curriculum Production Project, Western Maryland Vocational Center, P.O. Box 5448, McMullen Highway, Cresaptown, MD 21502

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Community Resources, *Competency Based Teacher Education, *Educationally Disadvantaged, *Educational Resources, *Vocational Education Teachers, Individualized Instruction, Inservice Teacher Education, Learning Modules, Postsecondary Education, Secondary Education, Tests

This learning activity package (LAP) titled School and Community Resources for Disadvantaged Learners is one of a series designed to develop competencies needed by vocational teachers working with disadvantaged students. Each LAP concentrates on one general vocational teacher competency and contains the following sections: an introduction, a teacher competency sheet, an information section, worksheets, and evaluation devices. The introduction describes the purpose and directions for using the booklet. The teacher competency sheet identifies the unit, competency, performance objective, learning activities and vocabulary to guide the learning of the vocational teacher. Information sheets and alternative print and nonprint media present content pertaining to the competency. A test is provided to check the teacher's comprehension of the information presented. Worksheets provide application of the content and a final evaluation instrument permits an assessment of the vocational teacher's performance. (LRA).

ED 186 693 CE 025 261

The Respiratory System. Instructional Materials in Anatomy and Physiology for Pennsylvania Health Occupations Programs.

National Evaluation Systems, Inc. Amherst, Mass

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education

Pub Date—79

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Allied Health Occupations Education, *Anatomy, *Human Body, *Physiology, Allied Health Personnel, Behavioral Objectives, Dental Assistants, Emergency Squad Personnel, Instructional Materials, Learning Activities, Learning Modules, Medical Assistants, Nurses Aides, Postsecondary Education, Practical Nurses, Secondary Education, Teaching Guides

Identifiers—Lungs, Respiration, Respiratory System

This instructional modular unit with instructor's guide provides materials on aspects of one of the major systems of the human body—the respiratory system. Its purpose is to introduce the student to the structures and functions of the human respiratory system—and the interrelationships of the two—and to familiarize the student with some of the terms and concepts necessary for an understanding of the respiratory system. The modular unit is made up of several components: a pretest; four instructional modules with objectives, informative materials, and corresponding post-tests; optional activities for the students; and a glossary of terms used in the unit. Topics covered in the modules include an introduction to the respiratory system, upper respiratory tract, the lungs, and respiration. The instructor's guide provides suggestions for effective use of the materials, including descriptions of each component, use of the components, scoring the post-tests and answers to the post-tests. Three additional modules on the circulatory, musculoskeletal system, and digestive systems are available separately (see Note). (YLB).

ED 186 694 CE 025 263

The Musculoskeletal System. Instructional Materials in Anatomy and Physiology for Pennsylvania Health Occupations Programs.

National Evaluation Systems, Inc. Amherst, Mass

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education

Pub Date—79

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Allied Health Occupations Education, *Anatomy, *Human Body, *Motor Reactions, *Physiology, Allied Health Personnel, Behavioral Objectives, Dental Assistants, Emergency Squad Personnel, Instructional Materials, Learning Activities, Learning Modules, Medical Assistants, Nurses Aides, Postsecondary Education, Practical Nurses, Secondary Education, Teaching Guides

Identifiers—Muscles, Muscular System, Musculoskeletal System, Skeleton

This instructional modular unit with instructor's guide provides materials on aspects of one of the major systems of the human body—the musculoskeletal system. Its purpose is to introduce the student to the structures and functions of the human musculoskeletal system—and the interrelationships of the two—and to familiarize the student with some of the terms and concepts necessary for an understanding of the musculoskeletal system. The modular unit is made up of several components: a pretest; seven instructional modules with objectives, informative materials, and corresponding post-tests; optional activities for the students; and a glossary of terms used in the unit. Topics covered in the modules include an introduction to the skeletal system, axial skeleton, appendicular skeleton, an introduction to the muscular system, major muscles of the body, supporting structures of the musculoskeletal system, and movements. The instructor's guide provides suggestions for effective use of the materials, including descriptions of each component, use of the components, scoring the post-tests, and answers to the post-tests. Three additional modules on the respiratory, circulatory, and digestive systems are available separately (see Note). (YLB).

ED 186 695 CE 025 265

The Digestive System (and) Instructor's Guide. Instructional Materials in Anatomy and Physiology for Pennsylvania Health Occupations Programs.

National Evaluation Systems, Inc. Amherst, Mass

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education

Pub Date—79

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Allied Health Occupations Education, *Anatomy, *Human Body, *Physiology, Allied Health Personnel, Behavioral Objectives, Dental Assistants, Emergency Squad Personnel, Instructional Materials, Learning Activities, Learning Modules, Medical Assistants, Nurses Aides, Postsecondary Education, Practical Nurses, Secondary Education, Teaching Guides

Identifiers—Digestive System

This instructional modular unit with instructor's guide provides materials on important aspects of one of the major systems of the human body—the digestive system. Its purpose is to introduce the student to the structures and functions of the human digestive system—and the interrelationships of the two—and to familiarize the student with some of the terms and concepts necessary for an understanding of the digestive system. The modular unit is made up of several components: a pretest; four instructional modules with objectives, informative materials, and corresponding post-tests; optional activities for the students; and a glossary of terms used in the unit. Topics covered in the modules include an introduction to the digestive system, alimentary tract, accessory organs, and the utilization of food. The instructor's guide provides suggestions for effective use of the materials, including descriptions of each component, use of the components, scoring the post-tests, and answers to the post-tests. Three additional modules on the respiratory musculoskeletal, and circulatory systems are available separately (see Note). (YLB).

ED 186 696 CE 025 267

The Circulatory System. Instructional Materials in Anatomy and Physiology for Pennsylvania Health Occupations Programs.

National Evaluation Systems, Inc. Amherst, Mass

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education

Pub Date—79

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Allied Health Occupations Education, *Anatomy, *Blood Circulation, *Cardiovascular System, *Human Body, Allied Health Personnel, Behavioral Objectives, Dental Assistants, Emergency Squad Personnel, Instructional Materials, Learning Activities, Learning Modules, Medical Assistants, Nurses Aides, Physiology, Postsecondary Education, Practical Nurses, Secondary Education, Teaching Guides

Identifiers—Blood, Heart, Lymphatic System

This instructional modular unit with instructor's guide provides materials on aspects of one of the major systems of the human body—the circulatory system. Its purpose is to introduce the student to the structures and functions of the human circulatory system—and the interrelationships of the two—and to familiarize the student with some of the terms and concepts necessary for an understanding of the circulatory system. The modular unit is made up of several components: a pretest; five instructional modules with objectives, informative materials, and corresponding post-tests; optional activities for the students; and a glossary of terms used in the unit. Topics covered in the modules include an introduction to the circulatory system, the blood, the heart, blood vessels, and the lymphatic system. The instructor's guide provides suggestions for effective use of the materials, including descriptions of each component, use of the components, scoring the post-tests, and answers to the post-tests. Three additional modules on the respiratory, musculoskeletal, and digestive systems are available separately (see Note). (YLB).

ED 186 701 CE 025 284

Applied Agricultural Science and Mechanics 1 and 2. A Curriculum Guide for Agricultural Grades 9 and 10.

New York State Education Dept. Albany. Bureau of Occupational Education Curriculum Development

Pub Date—80

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC09 Plus Postage

Descriptors—*Agribusiness, *Agricultural Education, *Agricultural Engineering, *Career Education, *Vocational Education, Agricultural Occupations, Course Content, Course Descriptions, Course Objectives, Curriculum Guides, Grade 9, Grade 10, Student Evaluation, Teaching Guides

Identifiers—New York

This curriculum guide is designed to provide students with opportunities to explore different careers related to agriculture, to develop basic skills and knowledge related to the agriculture industry, and to make an intelligent selection of the speciality fields in agriculture that they will pursue in the eleventh and twelvth grades. An introductory section discusses program consideration such as time requirements, content areas, facilities, and the teaching calendar. The remainder of the curriculum presents a course of study that includes the following sixteen units of instruction: Course Orientation, Youth Leadership Training, Overview of the Agriculture Industry, Supervised Work Experience Programs, Shop and Laboratory Procedures, Agricultural Welding, Agricultural Power and Machinery, Agricultural Structures, Soil Science, Agricultural Business Management, Environmental Protection and Safety, Renewable Natural Resources, Animal Science, Plant Science, Agricultural Economics, and Energy Conservation. Each unit outline follows a typical format that includes the following information: number of class sessions, objectives, content outline, instructional suggestions, student activities, and evaluative suggestions. (LRA).

ED 186 716 CE 025 305

L'Angelle, David, Comp Williams, Sarah, Comp

Equal Is Better: A Voc Ed Guide to Sex Fairness Resources and the Law. Vocational Education Development Series No. 8.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—79

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd. Columbus, OH 43210 ($8.50)

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Guides/Methods/Techniques—Non-Classroom Use (055). Reference Materials—Bibliographies (131)

EDRS Price—MF01/PC07 Plus Postage

Descriptors—*Equal Education, *Federal Legislation, *Resource Materials, *Sex Fairness, *Vocational Education, Administrator Guides, Career Guidance, Community Education, Educational Legislation, Inservice Teacher Education, Instructional Materials, Preservice Teacher Education, Program Guides, Sex Bias, Sex Discrimination, Sex Stereotypes

Identifiers—Title II Education Amendments 1976, Title IX Education Amendments 1972

Intended to serve as a guide to selected current resources promoting sex equity in vocational education and to the legal regulations which mandate equitable programs, this reference guide is organized into two major sections: Sex Fairness Resources and The Law. Sex Fairness Resources divides the resources listed into sections that reflect six aspects of vocational programs: administrative resources; curriculum and classroom materials; resources for inservice/preservice; guidance; community members; and references. Within each section, print and mixed media materials are identified alphabetically by title, one reference to a page, and include a description of what the resource contains, how it could be used, the developer's name and address, price, and where to obtain a copy of the document. Where resources can be used in more than one aspect of a program, they are listed in more than one section. ERIC document numbers are included where appropriate. Part II, The Law, briefly summarizes two major pieces of legislation designed to overcome sex bias and stereotyping, Title IX of the Education Amendments of 1972 and Title II of the Education Amendments of 1976. Cross references are provided to the resources described in Part I according to their applicability to the laws. A final section contains capsule descriptions of other laws that affect sex equity and employment. A title index is included. (MEK).

ED 186 726 CE 025 346

Cluck, Janice Bora

Marketing and Distributive Education Curriculum Guide: Hardware-Building Materials, Farm and Garden.

Southern Illinois Univ. Carbondale. Dept. of Vocational Education Studies

Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education

Pub Date—80

Contract—R-33-X-0442-240; RD3-A9-240

Note—511p.; Several pages of small type will not reproduce well. For related documents see ED 156 857-861, ED 174 822-823, and CE 025 347. Contains colored paper

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF02/PC21 Plus Postage

Descriptors—*Agribusiness, *Competency Based Education, *Construction Materials, * *Distributive Education, *Marketing, Advertising, Agricultural Education, Communications, Curriculum Guides, Human Relations, Mathematics, Salesmanship, Secondary Education, Vocational Education

Identifiers—Hardware Building Materials

Designed to be used with the General Marketing Curriculum Planning Guide (ED 156 860), this guide is intended to provide the curriculum coordinator with a basis for planning a comprehensive program in the field of marketing for farm and garden hardware building materials; it is designed also to allow marketing and distributive education teacher-coordinators maximum flexibility. It contains job competency sheets in ten instructional areas: (1) advertising, (2) communications, (3) display, (4) human relations, (5) management, (6) mathematics, (7) merchandising, (8) operations, (9) product/service technology, and (10) selling. Following sections containing information on careers in hardware, building materials, and farm and garden businesses and a bibliography of resources, competencies are identified and listed according to importance based upon structured interviews with employers. A sheet for each competency contains the cluster instructional objective, the job skill, suggested learning activities, and references. (LRA).

ED 186 727 CE 025 347

Marketing and Distributive Education Curriculum Guide: Transportation and Warehousing.

Northern Illinois Univ. DeKalb. Dept. of Business Education and Administration Services

Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education

Pub Date—80

Contract—R-33-20-X-0442-239; RD3-A9-239

Note—367p.; Several pages of small type will not reproduce well. For related documents see ED 156 857-861, ED 174 822-823, and CE 025 346

Pub Type—Guides/Methods/Techniques—Classroom

Use—Teaching Guides (052)
EDRS Price—MF01/PC15 Plus Postage
Descriptors—*Competency Based Education, *Distributive Education, *Marketing, *Transportation, *Warehouses, Communications, Curriculum Guides, Human Relations, Mathematics, Salesmanship, Secondary Education, Wholesaling

Designed to be used with the General Marketing Curriculum Planning Guide (ED 156 860), this guide is intended to provide the curriculum coordinator with a basis for planning a comprehensive program in the field of marketing for transportation and warehousing. It contains job competency sheets in eight instructional areas: (1) communications, (2) human relations, (3) marketing/economics, (4) management, (5) mathematics, (6) operations, (7) product and/or service technology, and (8) selling. Following sections containing information on careers in transportation and warehousing and a bibliography of resources, competencies are identified and listed according to importance based upon structured interviews with persons employed in the transportation and warehousing industry. A sheet for each competency contains the cluster instructional objective, the job skill, suggested learning activities, and references. (LRA).

ED 186 728 CE 025 348

Business Education Data Dissemination System: Catalog 3.
California State Dept. of Education, Sacramento. Bureau of Business Education
Pub Date—77
Pub Type—Reference Materials—Bibliographies (131)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Business Education, *Distributive Education, *Instructional Materials, Abstracts, Annotated Bibliographies, Educational Resources, Information Dissemination, Resource Materials, Teacher Developed Materials
Identifiers—ERIC

This catalog of curriculum and instructional materials for business education contains materials obtained from two sources: (1) selected materials from the Educational Resources Information Center (ERIC) and (2) original materials written by classroom teachers. Following an introductory section that explains how to use the catalog, the first of two major sections contains original materials organized into eleven areas: common core, office core, general office clerk, clerk typist, stenographer, accounting clerk, additional occupations, distributive core, distributive occupations, and speciality areas in business education, and general topics. Each document is abstracted and categorized by nine descriptors: teacher resource materials, bibliography, student learning activity package, measurable objectives, pretest and key, posttest and key, text required, audiovisual required, and equipment required. The second part of the document contains an annotated list of selected ERIC material organized into four areas: distributive occupations, office occupations, basic business, and miscellaneous vocations. Appended material includes Business Education Data Dissemination System submittal forms and order forms, and a list of the locations of ERIC microfiche collections. (LRA).

ED 186 729 CE 025 352

Eitzen, Steve O. Comp
Common Core Competencies in Business Education: Strategies Manual.

California State Dept. of Education, Sacramento. Bureau of Business Education
Pub Date—80
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Business Education, *Classroom Techniques, *Competency Based Education, *Integrated Curriculum, *Units of Study, Credits, Curriculum Development, Distributive Education, Educational Equipment, Educational Facilities Design, Grading, Individualized Instruction, Job Skills, Office Occupations Education, Personnel Needs, Program Development, Secondary Education, Student Records, Teaching Methods
Identifiers—California, Common Core Units in Business Education

This manual provides recommendations for developing, implementing, and using the Common Core Units in Business Education (CCUBE)—instructional materials, methodologies, and strategies for implementing the sixteen Common Core Competencies of the California Business Education Program Guide for Office and Distributive Occupations. Contents include a definition and discussion of personalized instruction, suggestions for integrating CCUBE into business curriculum, outline of staff requirements, description of content of CCUBE materials, suggestions for planning reproduction of materials, listing and description of equipment and facilities needed, and discussion of classroom management, grading and credit, and management of student records. Appended materials and forms are intended to aid in developing a management strategy for the implementation of CCUBE into a departmental program. They include a fact sheet on personalized instruction; facility diagrams of two high schools; guidance sheets on men's and women's grooming, oral communications, and adding machine; record keeping forms; and materials reproduction guide. (YLB).

ED 186 745 CE 025 402

Smith, Bradley C. Fry, Ronald R.
Instructional Materials in Independent Living.
Wisconsin Univ.—Stout, Menomonie. Dept. of Rehabilitation and Manpower Services. Materials Development Center
Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C.
Pub Date—78
Contract—DHEW-12-P-55307/5
Note—35p.; For a related document see CE 024 401
Available from—Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin—Stout, Menomonie, WI 54751 ($1.50)
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Reference Materials—Bibliographies (131)
EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Daily Living Skills, *Family Life Education, *Home Economics Skills, *Instructional Materials, *Rehabilitation, *Special Education, Clothing, Communication Skills, Educational Resources, Foods Instruction, Functional Literacy, Health, Home Economics, Homemaking Skills, Hygiene, Language Skills, Physical Mobility, Safety

This annotated list of 103 instructional materials for use in an independent living program focused on personal, social, and community adjustment of those with special needs is cross referenced using a subject index that lists skill areas within a fourteen-category system. Document descriptions are arranged alphabetically by author and include ordering and price information. All printed materials on the list are available on loan from the Materials Development Center to those meeting elegibility requirements listed in the document. Following the annotated section, the subject index lists the entry numbers of appropriate document annotations to which the reader can refer. Certain categories contain a general entry carrying the notation 'outline' to indicate that these documents contain word or phrase outline material, rather than the detailed information necessary to develop actual lesson plans. (MEK).

ED 186 764 CE 025 425

Heath, Walter D. Spetz, Sally H.
Swine Confinement Management: A Curriculum Planning and Resource Guide.
Conserva, Inc. Raleigh, N.C.
Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education
Pub Date—80
Contract—R-33-30-X-0222-206
Note—25p.; For related documents see CE 025 423-430
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Reference Materials—Bibliographies (131)
EDRS Price—MF01/PC01 Plus Postage
Descriptors—*Agricultural Education, *Animal Facilities, *Curriculum, *Curriculum Development, *Farm Management, *Program Development, Advisory Committees, Animal Husbandry, Annotated Bibliographies, Associate Degrees, Educational Certificates, Educational Equipment, Educational Facilities, Employment Qualifications, Labor Needs, Occupational Information, Postsecondary Education, Resource Materials,

Teacher Qualifications, Vocational Education
Identifiers—Emerging Occupations, Illinois

This curriculum resource guide, one of seven developed by the State of Illinois to present information on new and emerging curricula existing in the nation, can be used as a basis for local educators to determine the resources needed to offer swine confinement management curricula and to initiate curriculum development at the local level. Chapters 1 and 2 contain an introduction and procedures for using the guide. Chapter 3 describes the job duties and typical employers of swine confinement facility assistant managers. In chapter 4 alternative curriculum approaches are presented—an associate degree program and certificate program. Chapter 5 discusses these resources required to implement the program: curriculum advisory committee, facilities and equipment, and instructor qualifications. The final chapter contains eighteen abstracts of curriculum and instructional materials; information provided includes title, author(s), availability, and price. Appendixes include lists of schools offering coursework in swine confinement management, related agencies/organizations and journals/periodicals, and swine farmer competencies. (A report on the project that identified the seven new and emerging occupations is available as CE 024 423. See Note for other curriculum resource guides in ERIC.) (YLB).

ED 186 765 **CE 025 426**

Heath, Walter D. Spetz, Sally H.
Podiatric Assisting: A Curriculum Planning and Resource Guide.
Conserva, Inc. Raleigh, N.C.
Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education
Pub Date—80
Contract—R-35-30-X-0222-206
Note—33p.; For related documents see CE 025 423-430
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Reference Materials—Bibliographies (131)
EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Allied Health Occupations Education, *Curriculum, *Curriculum Development, *Medical Assistants, *Podiatry, *Program Development, Advisory Committees, Annotated Bibliographies, Associate Degrees, Educational Certificates, Educational Equipment, Educational Facilities, Employment Qualifications, Labor Needs, Occupational Information, Postsecondary Education, Resource Materials, Teacher Qualifications, Vocational Education
Identifiers—Emerging Occupations, Illinois

This curriculum resource guide, one of seven developed by the State of Illinois to present information on new and emerging curricula existing in the nation, can be used as a basis for local educators to determine the resources needed to offer podiatric assistant curricula and to initiate curriculum development at the local level. Chapters 1 and 2 contain an introduction and procedures for using the guide. Chapter 3 describes the job duties and typical employers of podiatric assistants. In chapter 4 alternative curriculum approaches are presented—an associate degree program, and certificate program. Chapter 5 discusses these resources required to implement the program: curriculum advisory committee, facilities and equipment, and instructor qualifications. The final chapter (chapter 6) contains five abstracts of curriculum and instructional materials; information provided includes title, author(s), availability, and price. Appendixes include lists of schools having a past or current interest in podiatric assistant programs and related agencies/organizations, tasks, American Podiatry Association accreditation information, and bibliographies of podiatry materials. (A report on the project that identified the seven new and emerging occupations is available as CE 025 423. See Note for other curriculum resource guides in ERIC.) (YLB).

ED 186 766 **CE 025 427**

Thomas-Gordon, Sandy L. Spetz, Sally H.
Solar Energy Technology: A Curriculum Planning and Resource Guide.

Conserva, Inc. Raleigh, N.C.
Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education
Pub Date—80
Contract—R-35-30-X-0222-206
Note—47p.; For related documents see CE 025 424-430
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Reference Materials—Bibliographies (131)
EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Curriculum, *Curriculum Development, *Program Development, *Solar Radiation, *Technical Occupations, *Vocational Education, Advisory Committees, Annotated Bibliographies, Associate Degrees, Educational Certificates, Educational Equipment, Educational Facilities, Employment Qualifications, Labor Needs, Occupational Information, Postsecondary Education, Resource Materials, Teacher Qualifications
Identifiers—Emerging Occupations, Illinois

This curriculum resource guide, one of seven developed by the State of Illinois to present information on new and emerging curricula existing in the nation, can be used as a basis for local educators to determine the resources needed to offer solar technology curricula and to initiate curriculum development at the local level. Chapters 1 and 2 contain an introduction and procedures for using the guide. Chapter 3 describes the job duties and typical employers of solar energy technicians. In chapter 4 alternative curriculum approaches are presented—an associate degree program, certificate program, and heating, refrigeration, and air conditioning option. Chapter 5 discusses these resources required to implement the program: curriculum advisory committee, facilities and equipment, and instructor qualifications. The final chapter (chapter 6) contains forty-six abstracts of curriculum and instructional materials; information provided includes title, author(s), availability, and price. Appendixes include lists of schools offering coursework in solar energy technology, related agencies/organizations and journals/periodicals/news publications, task listings and job competencies, and equipment lists. (A report on the project that identified the seven new and emerging occupations is available as CE 025 423. See Note for other curriculum resource guides in ERIC.) (YLB).

ED 186 767 **CE 025 428**

Heath, Walter D. Spetz, Sally H.
Industrial Hygiene Technology: A Curriculum Planning Resource Guide.
Conserva, Inc. Raleigh, N.C.
Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education
Pub Date—80
Contract—R-35-30-X-0222-206
Note—30p.; For related documents see CE 025 423-430
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Reference Materials—Bibliographies (131)
EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Allied Health Occupations Education, *Curriculum, *Curriculum Development, *Industry, *Preventive Medicine, *Safety, Advisory Committees, Annotated Bibliographies, Associate Degrees, Educational Certificates, Educational Equipment, Employment Qualifications, Environmental Technicians, Hygiene, Occupational Diseases, Occupational Information, Postsecondary Education, Program Development, Public Health, Resource Materials, Teacher Qualifications, Vocational Education
Identifiers—Emerging Occupations, Illinois, Industrial Health

This curriculum resource guide, one of seven developed by the State of Illinois to present information on new and emerging curricula existing in the nation, can be used as a basis for local educators to determine the resources needed to offer industrial hygiene technician curricula and to initiate curriculum development at the local level. Chapters 1 and 2 contain an introduction and procedures for using the guide. Chapter 3 describes the job duties and typical employers of industrial hygiene technicians. In chapter 4 alternative curriculum approaches are presented—an associate degree program and certificate program. Chapter 5 discusses these resources required to implement the program: curriculum advisory committee, facilities and equipment, and instructor qualifications. The final chapter contains fifteen abstracts of curriculum and instructional materials; information provided includes title, author(s), availability, and price. Appendixes include lists of schools offering coursework in industrial hygiene, related agencies/organizations and journals/periodicals, and equipment lists and inventories. (A report of the project that identified the seven new and emerging occupations is available as CE 025 423. See Note for other curriculum resource guides in ERIC.) (YLB).

ED 186 768 CE 025 429
Thomas-Gordon, Sandy L. Spetz, Sally H.
Halfway House Management: A Curriculum Planning Resource Guide.
Conserva, Inc. Raleigh, N.C.
Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education
Pub Date—80
Contract—R-35-30-X-0222-206
Note—26p. ; For related documents see CE 024 423-430
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Reference Materials—Bibliographies (131)
EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Administrator Education, *Curriculum, *Curriculum Development, *Institutional Administration, *Program Development, *Rehabilitation Centers, Advisory Committees, Annotated Bibliographies, Associate Degrees, Educational Certificates, Educational Equipment, Educational Facilities, Employment Qualifications, Human Services, Labor Needs, Occupational Information, Postsecondary Education, Residential Institutions, Resource Materials, Teacher Qualifications, Vocational Education
Identifiers—Emerging Occupations, Illinois

This curriculum resource guide, one of seven developed by the State of Illinois to present information on new and emerging curricula existing in the nation, can be used as a basis for local educators to determine the resources needed to offer halfway house management curricula and to initiate curriculum development at the local level. Chapters 1 and 2 contain an introduction and procedures for using the guide. Chapter 3 describes the job duties and typical employers of halfway house managers. In chapter 4 alternative curriculum approaches are presented—an associate degree program and certificate program. Chapter 5 discusses these resources required to implement the program: curriculum advisory committee, facilities and equipment, and instructor qualifications. The final chapter contains eleven abstracts of curriculum and instructional materials; information provided includes title, author(s), availability, and price. Appendixes include lists of schools offering coursework or training related to halfway house management and related agencies/organizations and journals/periodicals. (A report on the project that identified the seven new and emerging occupations is available as CE 025 423. See Note for other curriculum resource guides in ERIC.) (YLB).

ED 186 769 CE 025 430
Spetz, Sally H.
Biomedical Equipment Technology: A Curriculum Planning Resource Guide.
Conserva, Inc. Raleigh, N.C.
Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education
Pub Date—80
Contract—R-35-30-X-0222-206
Note—69p. ; For related documents see CE 025 423-429
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Reference Materials—Bibliographies (131)
EDRS Price—MF01/PC03 Plus Postage
Descriptors—*Allied Health Occupations Education, *Biomedical Equipment, *Curriculum, *Curriculum Development, *Medical Laboratory Assistants, *Program Development, Advisory Committees, Annotated Bibliographies, Associate Degrees, Educational Certificates, Educational Equipment, Educational Facilities, Electronics, Employment Qualifications, Equipment Evaluation, Equipment Maintenance, Labor Needs, Occupational Information, Postsecondary Education, Resource Materials, Teacher Qualifications, Vocational Education
Identifiers—Emerging Occupations, Illinois

This curriculum resource guide, one of seven developed by the State of Illinois to present information on new and emerging curricula existing in the nation, can be used as a basis for local educators to determine the resources needed to offer biomedical equipment technician curricula and to initiate curriculum development at the local level. Chapters 1 and 2 contain an introduction and procedures for using the guide. Chapter 3 describes the job duties and typical employers of biomedical equipment technicians. In chapter 4 alternative curriculum approaches are presented—an associate degree program, certificate program, and electronics option. Chapter 5 discusses these resources required to implement the program: curriculum advisory committee, facilities and equipment, and instructor qualifications. The final chapter contains thirty-nine abstracts of curriculum and instructional materials; information provided includes title, author(s), availability, and price. Appendixes include lists of schools offering coursework in biomedical equipment technology and related agencies/organizations and journals/periodicals, task listings and job competencies, certification of biomedical equipment technicians, and equipment lists and inventories. (A report on the project that identified the seven new and emerging occupations is available as CE 025 423. See Note for other curriculum resource guides in ERIC.) (YLB).

ED 187 864 CE 025 100
Project EFFECT. Energy for the Future: Education, Conservation, Training. Curriculum Guide for the Training of Energy Extension Agents. A Working Paper, Section 1: General Background.
Indiana Univ. South Bend. Center for Energy Conservation
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—79
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Algebra, *Energy Conservation, *Extension Agents, *Power Technology, *Review Reexamination, *Writing Instruction, Adult Education, Behavioral Objectives, Conservation Education, Core Curriculum, Course Descriptions, Curriculum Guides, Diagnostic Teaching, Energy, Group Dynamics, Instructional Materials, Job Skills, Learning Activities, Orientation Materials, Paraprofessional Personnel, Postsecondary Education, Pretests Posttests, Tests, Vocabulary, Vocational Education
Identifiers—Energy Extension Agents

This first of four sections in a curriculum guide for training energy extension agents contains general introductory materials, an overview of the total curriculum, and four modules: Orientation, Mathematics Review, Basic Writing, and Energy Overview. The curriculum is designed for adults with at least eighth grade reading and math skills but without previous technical training. Following a brief description of the project which developed the curriculum (Project EFFECT—Energy for the Future: Education, Conservation, Training), these supplementary materials are provided: energy extension agent competencies, core curriculum outline, and class calendar for the eight-month program. The modules in this section serve a dual purpose—diagnostic and introductory. A systematic review using these materials is based on student performance on provided writing and mathematics pretests. The fourth module itself introduces students to the technical, socio-political, and economic aspects of the energy situation and provides them with pertinent vocabulary. Contents of each module include objectives; teaching/learning activities, resources, and evaluation (quizzes and examinations) keyed to the objectives; and syllabi containing descriptions of content on a class-by-class basis. Also available in ERIC are a volume containing sample worksheets, handouts, and examinations for each module as well as full references to all outside sources needed; other sections of the guide; and a final report of the project—see Note. (YLB).

ED 187 865 CE 025 101
Project EFFECT. Energy for the Future: Education, Conservation, Training. Curriculum Guides for the Training of Energy Extension Agents. A Working Paper, Section II: Technical Training.
Indiana Univ. South Bend. Center for Energy Conservation
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—79
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Air Conditioning, *Construction Materials, *Drafting, *Electricity, * *Energy Conservation, *Extension Agents, *Heating, Adult Education, Behavioral Objectives, Blueprints, Conservation Education, Core Curriculum, Curriculum Guides,

Energy, Instructional Materials, Job Skills, Learning Activities, Lighting, Paraprofessional Personnel, Postsecondary Education, Power Technology, Solar Radiation, Tests, Ventilation, Vocational Education

Identifiers—Energy Extension Agents, Wood

This second of four sections in a curriculum guide for training energy extension agents contains general introductory materials, an overview of the total curriculum, and eight modules: Alternative Energy Sources (Solar and Wood), Basic Graphics and Blueprint Reading, Building Materials, Electricity, Introduction to Cooling Systems, Introduction to Heating Systems, Insulation and Ventilation, and Lighting Efficiency. The curriculum is designed for adults with at least eight grade reading and math skills but without previous technical training. Following a brief description of the project which developed the curriculum (Project EFFECT—Energy for the Future: Education, Conservation, Training), these supplementary materials are provided: energy extension agent competencies, core curriculum outline, and class calendar for the eight-month program. The modules for technical training comprise the bulk of the curriculum and assure a realistic, practical focus by providing for field trips, observations, practical experiences, and lectures by instructional faculty and others from the professional and business community. Contents of each module include objectives; teaching/learning activities, resources, and evaluation (quizzes and examination) keyed to the objectives; and syllabi containing descriptions of content on a class-by-class basis. Also available in ERIC are a volume containing sample worksheets, handouts, and examinations for each module as well as full references to all outside sources needed; other sections of the guide; and a final report of the project—see Note. (YLB).

ED 187 866 CE 025 102

Project EFFECT. Energy for the Future: Education, Conservation, Training. Curriculum Guide for the Training of Energy Extension Agents. A Working Paper, Section III: Energy Audit Preparation.

Indiana Univ. South Bend. Center for Energy Conservation

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—79

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—*Costs, *Efficiency, *Energy, *Energy Conservation, *Extension Agents, *Practicums, *Use Studies, Adult Education, Behavioral Objectives, Conservation Education, Core Curriculum, Cost Estimates, Course Descriptions, Employment Opportunities, Experiential Learning, Field Trips, Fuels, Instructional Materials, Job Skills, Learning Activities, Observation, Paraprofessional Personnel, Postsecondary Education, Power Technology, Surveys, Tests, Vocational Education

Identifiers—Energy Audits, Energy Extension Agents

This third of four sections in a curriculum guide for training energy extension agents contains general introductory materials, an overview of the total curriculum, and four modules: Energy Cost Calculations, Energy Use Survey: Procedure and Techniques, Field Observations (Practicum), and Energy Use Surveys (Practicum). The curriculum is designed for adults with at least eighth grade reading and math skills but without previous technical training. Following a brief description of the project which developed the curriculum (Project EFFECT—Energy for the Future: Education, Conservation, Training), these supplementary materials are provided: energy extension agent competencies, core curriculum outline, and class calendar for the eight-month program. Purpose of the modules is to enable students to conduct energy use surveys on residential or light commercial structures which include (1) surveying all systems in a structure, (2) calculating energy use and costs, (3) recommending appropriate energy conservation changes, (4) figuring payback on investment, and (5) reporting to owner of structure so that he can make effective use of the information. Contents of each module include objectives; teaching/learning activities, resources, and evaluation (quizzes and examinations) keyed to the objectives; and syllabi containing descriptions of content on a class-by-class basis. Also included in ERIC are a volume containing sample worksheets, handouts, and examinations for each module as well as full references to all outside sources needed; other sections of the guide; and a final report of the project—see Note. (YLB).

ED 187 867 CE 025 103

Project EFFECT. Energy for the Future: Education, Conservation, Training. Curriculum Guide for the Training of Energy Extension Agents. A Working Paper, Section IV: Community Education.

Indiana Univ. South Bend. Center for Energy Conservation

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—79

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Community Education, *Community Surveys, *Conservation Education, *Energy Conservation, *Extension Agents, *Information Needs, *Job Placement, Adult Education, Behavioral Objectives, Communication Skills, Core Curriculum, Course Descriptions, Curriculum Guides, Data Collection, Demography, Extension Education, Individual Development, Instructional Materials, Job Search Methods, Job Skills, Learning Activities, Local Government, Paraprofessional Personnel, Policy, Postsecondary Education, Practicums, Questionnaires, Research Methodology, State Government, Tests, Vocational Education, Workshops

This fourth of four sections in a curriculum guide for training energy extension agents contains general introductory materials, an overview of the total curriculum, and five modules: Regional Demography, State and Local Government, Community Education, Neighborhood Workshops (Practicum), and Miscellaneous Activities (Practicum)—Placement, Critique. The curriculum is designed for adults with at least eighth grade reading and math skills but without previous technical training. Following a brief description of the project which developed the curriculum (Project EFFECT—Energy for the Future: Education, Conservation, Training), these supplementary materials are provided: energy extension agent competencies, core curriculum outline, and class calendar for the eight-month program. Purpose of this component is to train students through learning experiences involving (1) personal growth, (2) "hands-on" group dymanics and public relations workshops, and (3) academically oriented background studies to design and deliver energy education workshops to the public. Placement activities enable students to identify and follow up job interests. Contents of each module include objectives; teaching/learning activities, resources, and evaluation (quizzes and examinations) keyed to the objectives; and syllabi containing descriptions of content on a class-by-class basis. Also included in ERIC are a volume containing sample worksheets, handouts, and examinations for each module as well as full references to all outside sources needed; other sections of the guide; and a final report of the project—see Note. (YLB).

ED 187 868 CE 025 105

Project EFFECT. Energy for the Future: Education, Conservation, Training. Curriculum Guide for the Training of Energy Extension Agents. A Working Paper, Volume II: Supplemental Materials.

Indiana Univ. South Bend. Center for Energy Conservation

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—79

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Conservation Education, *Energy Conservation, *Extension Agents, Instructional Materials, Learning Activities, Resource Materials, Tests, Vocational Education

Identifiers—Energy Extension Agents

Intended to be used in conjunction with the Project EFFECT (Energy for the Future—Education, Conservation, Training) Curriculum Guide for Training Energy Extension Agents (available in ERIC as CE 025 100-103), this volume contains supplementary materials and full references to all outside resources used in teaching the modules. Samples of worksheets, handouts, and examination (with answers) are arranged in sections by module. An introductory page to each section indicates the number of the objective in the module to which material corresponds. To facilitate the locating of specific references, a bibliography-index is arranged alphabetically by modules. Materials are divided within each module into resources and evaluation materials and then arranged alphabetically under these two headings. Page numbers key resources to Volume ii. (YLB).

ED 187 870 CE 025 206

Performance Based Curriculum Development for Disadvantaged and Handicapped Students. Final Report (and) Modules.

Purdue Univ. Lafayette, Ind

Spons Agency—Indiana State Board of Vocational and Technical Education, Indianapolis

Pub Date—80

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Reports—Descriptive (141)

EDRS Price—MF01/PC14 Plus Postage

Descriptors—*Auto Mechanics, *Curriculum Development, *Disabilities, *Disadvantaged Youth, *Horticulture, Competency Based Education, Course Content, Curriculum Guides, Instructional Materials, Secondary Education

Identifiers—Vocational Technical Education Consortium States

This project was undertaken to develop a model for the construction of curriculum material using Vocational Technical Consortium of States (VTECS) occupational information as the primary background source. Each instructional package developed related to one specific task listed in the VTECS catalog and was totally self-contained. The packages were along a tri-modal approach: i.e. teacher centered, student centered, or a combination of the two. The student-centered component was designed for use by disadvantaged and handicapped students with low reading ability, short attention spans, or with problems in abstract comprehension and reasoning. Among the findings reported was that the tri-modal approach was an improvement over either teacher-centered or student-centered material in that it allows the teacher the flexibility to teach the material conventionally, has students work individually or in small groups, or uses the activity sheets to supplement conventional instruction. (Appended to the document are the twenty modules developed in horticulture and auto mechanics). Some representative titles are (1) Transplanting Annuals, (2) Reseeding Established Lawns, (3) Repairing Damaged Bark, (4) Protecting Trees from the Weather, (5) Check Coolant Freezing Point, and (6) Remove and Replace the Air Cleaner Shell. (LRA).

ED 187 891 CE 025 462

Barclay, Leney

Residential Plumbing.

Mid-America Vocational Curriculum Consortium, Stillwater, Okla

Pub Date—80

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF07 Plus Postage. PC Not Available from EDRS

Descriptors—*Equipment Maintenance, *Hand Tools, *Plumbing, *Repair, *Sanitary Facilities, *Vocational Education, Behavioral Objectives, Blueprints, Course Descriptions, Curriculum Guides, Human Relations, Instructional Materials, Job Application, Job Performance, Learning Activities, Maintenance, Measurement, Occupational Information, Postsecondary Education, Safety, Secondary Education, Tests, Waste Disposal

Identifiers—Building Codes, Mid America Vocational Curriculum Consortium, Vocational Technical Education Consortium States

This twenty-nine-unit residential plumbing curriculum contains teacher and student materials based on the Vocational-Technical Education Consortium of States (V-TECS) Plumbing Catalog of Performance Objectives, Performance Guides, and Tool and Equipment Lists. An introduction contains a V-TECS task listing showing the relationship between the catalog and the resulting instructional materials, including the rationale for excluding tasks. The twenty-nine units are divided into seven sections which cover these topics: orientation (4 units); Tools and Equipment (5 units); Residential Systems (4 units); Fixture and Appliance Installation (4 units); and System Maintenance and Repair (2 units). Each instructional unit includes some or all of the basic components of a unit of instruction: performance objectives (both unit and specific), suggested activities for teachers and students, information sheets, assignment sheets, job sheets (with evaluation), visual aids, tests, and answers to the tests. Units are planned for more than one lesson or class period of instruction. Bibliographic material is cited for suggested references for each unit. (YLB).

ED 187 934 CE 025 635

Military Curricula for Vocational & Technical Education. Drug and Alcohol Abuse Classroom Course 17-10.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—78

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF09/PC48 Plus Postage

Descriptors—*Alcoholism, *Counseling Techniques, *Drug Abuse, *Drug Rehabilitation, *Program Administration, *Rehabilitation Counseling, Alcohol Education, Behavioral Objectives, Counselor Training, Course Descriptions, Crisis Intervention, Curriculum Guides, Drug Education, Etiology, Group Dynamics, Hotlines Public, Human Services, Individual Counseling, Learning Activities, Mental Health, Pharmacy, Postsecondary Education, Program Development, Referral, Rehabilitation Programs, Secondary Education, Social Action, Values Clarification, Workbooks

Identifiers—Military Curricula

These teaching guides and student study guides and workbooks for a secondary-postsecondary-level course for drug and alcohol abuse program personnel are one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. Purpose stated for the 292-hour course is to provide instruction in the areas of drug and alcohol abuse, rehabilitation, and education. The course contains two blocks of instruction—Introduction to Social Actions and Basic Skills and Knowledge. Section 1, contained in the first part of the course, "Equal Opportunity and Treatment," (see Note) includes four lessons requiring 66 hours of instruction. Section 2, contained in this document, covers Basic Drug and Alcohol Skills and Knowledge (31 hours), Counseling Techniques (69 hours), Program Management and Application (39 hours), Principles and Techniques of Drug/Alcohol Education (42 hours), and Group Facilitation Techniques (45 hours). The teaching guides contain topic outlines for class presentation along with behavioral objectives, assignments, and group exercises. Contents of the student study guides and workbooks include text materials and some review exercises. (YLB).

ED 187 935 CE 025 636

Military Curricula for Vocational & Technical Education. Equal Opportunity and Treatment Classroom Course 17-9.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—78

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF04/PC30 Plus Postage

Descriptors—*Conflict Resolution, *Counselor Training, *Group Dynamics, *Leadership Training, *Social Action, *Social Bias, Behavioral Objectives, Behavior Change, Course Descriptions, Cultural Differences, Curriculum Guides, Decision Making, Ethnic Bias, Ethnic Discrimination, Human Services, Individual Development, Interviews, Leadership, Learning Activities, Postsecondary Education, Problem Solving, Professional Development, Questioning Techniques, Racial Bias, Racial Discrimination, Secondary Education, Sex Bias, Sex Discrimination, Social Attitudes, Values Clarification, Vocational Education, Workbooks

Identifiers—Group Managers, Military Curricula

These instructor lesson plans and teaching guides and student study guides for a secondary-postsecondary-level course for equal opportunity and treatment personnel are one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. Purpose stated for the 134-hour public service course is to provide basic skills and technical knowledge to work effectively in entry-level positions.

The course contains two blocks of instruction—Introduction to Social Actions and Problem Recognition. Section 1 covers Personal Growth and Professional Development (20 hours), Personality Theory (12 hours), Psychology of Prejudice (6 hours), and Cross-Cultural Differences and Difficulties (28 hours). Section 2 covers Group Management (14 hours), Values Clarification (5 hours), Support Systems (3 hours), Interviewing Techniques (23 hours), Problem Solving/Decision-Making Process (12 hours), and Conflict Management (11 hours). Lesson plans outline objectives, suggested aids, and instructional guidance. The teaching guides contain topic outlines for class presentation along with behavioral objectives, assignments, and group exercises. Contents of the study guides include text materials with some exercises. (YLB).

ED 187 940 CE 025 657

Gallion, Leona M.

Teaching Shorthand. Delta Pi Epsilon Rapid Reader No. 4.

Delta Pi Epsilon, St. Peter, Minn

Pub Date—80

Available from—Delta Pi Epsilon National Office, Gustavus Adolphus College, St. Peter, MN 56082 ($3.00)

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Business Education, *Shorthand, *Student Evaluation, *Teaching Methods, Audiovisual Aids, Behavioral Objectives, Business Skills, Course Objectives, Instructional Materials, Media Selection, Secondary Education, Testing

This guide provides secondary business teachers with ideas for teaching shorthand and evaluating students. Content is presented in six sections. The first section lists seven behavioral objectives for shorthand instruction. Section 2 presents strategies (suggestions) for handling the various components of shorthand instruction and includes discussions of organizing the class, presenting theory, building reading skill, introducing writing, developing dictation-taking ability, introducing transcription, developing transcription ability, and assigning homework. In discussing selection of instructional materials, section 3 focuses on vocabulary-controlled materials, dictation materials, programmed materials, and workbooks. Section 4 considers using audiovisual aids—dictation tapes and transparencies—as alternatives for shorthand instruction. Section 5 discusses the following areas and tests used for evaluation of student progress: reading, brief/speed form tests, theory tests, dictation tests, and transcription tests. A sample evaluation plan is presented. The last section lists references. An appendix contains a listing of supplementary materials, including speed-building tapes, dictation and test materials, bulletin boards and games, and miscellaneous. (YLB).

ED 187 952 CE 025 683

Agricultural Marketing. Instructor's Guide. Volume 12, Number 9. Agdex 810, Catalog Number AG-81-I.

Missouri Univ. Columbia. Instructional Materials Lab

Pub Date—79

Available from—Instructional Materials Laboratory, 10 Industrial Education Building, University of Missouri—Columbia, Columbia, MO ($8.00)

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC09 Plus Postage

Descriptors—*Agricultural Education, *Dairy Farmers, *Grains Food, *Livestock, *Marketing, *Vocational Education, Agribusiness, Instructional Materials, Learning Activities, Learning Modules, Teaching Guides

This instructor's guide contains twenty lessons for teaching a curriculum unit in agricultural marketing. Each lesson includes the following instructional elements: objectives, study questions, references, teaching procedures, transparency masters, exams, and answer keys. The lessons cover the following questions: (1) What is marketing? (2) What are goals of the marketing system? (3) How do cash grain markets operate? (4) How does grain grading affect price? (5) How can I market grain with a protected price? (6) What are some alternative grain marketing methods? (7) How can futures markets aid in the marketing of grain? (8) What is the significance of marketing trends in livestock? (9) How are cattle prices determined? (10) How is the value of market hogs determined? (11) What is involved in marketing livestock by the carcass weight and grade method? (12) What is involved in the marketing of feeder cattle and feeder pigs? (13) How can I market livestock with a protected price? (14) What is the use of the futures market in livestock marketing? (15) Why is basis so important? (16) What are some alternative livestock marketing methods? (17) What are marketing and pricing methods of milk? (18) How are dairy products marketed? (19) How is the fluid and blend price for milk determined? and (20) What marketing decisions are faced by the milk producer? (BM).

ED 187 954 CE 025 687

Clothing and Textiles (Intermediate). Instructor's Guide. Revised.

Missouri Univ. Columbia. Instructional Materials Lab

Spons Agency—Missouri State Dept. of Education, Jefferson City. Div. of Career and Adult Education

Pub Date—79

Available from—Instructional Materials Laboratory, 10 Industrial Education Bldg. University of Missouri—Columbia, Columbia, MO 65201 (Instructor—$12.50; student $4.50)

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC13 Plus Postage

Descriptors—*Clothing Instruction, *Home Economics, *Occupational Home Economics, *Textiles Instruction, Home Economics Skills, Instructional Materials, Learning Activities, Secondary Education, Teaching Guides, Transparencies

This clothing and textiles teacher's manual contains five instructional units for a semester course. Units included are (1) Significance of Textiles and Clothing to the Individual in Society; (2) Nature of Textiles and Clothing; (3) Acquisition, Use, and Care of Textiles and Clothing; (4) Garment Construction; and (5) Occupations in Clothing/Apparel and Textile Produce Businesses and Industries. Each unit follows a typical format that includes objectives, suggested activities, an information outline, assignment sheets and answers, transparency masters, and a unit test and answers. Some units also include job sheets. (LRA).

ED 189 272 CE 022 939

Williams, Terry M. And Others

Task Validation of 16 General Merchandising: Department Store Occupations.

Interstate Distributive Education Curriculum Consortium, Columbus, Ohio

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C. Div. of Research and Demonstration

Pub Date—79

Contract—G007702226

Note—524p.; For related documents see CE 022 936-938

Pub Type—Reports—Research/Technical (143), Numerical/Quantative data (110)

EDRS Price—MF02/PC21 Plus Postage

Descriptors—*Competency Based Education, *Curriculum Research, *Distributive Education, *Retailing, *Task Analysis, Minimum Competencies, Relevance Education, Surveys

Identifiers—Interstate Distributive Education Curriculum

A study was conducted to identify the tasks relevant to sixteen occupations with the IDECC (Interstate Distributive Education Curriculum Consortium) course, General Merchandising: Department Store, in order to test new standards of occupational task analysis. Job relevancy data were provided by three types of task data: (1) extent that task is part of the job, (2) desired task occurrence, and (3) learning location. Completed task inventory questionnaires from thirty states provided task data for the sixteen occupations being studied. (Major findings of the research effort are summarized in a table of relevant tasks for sixteen department store occupations. The comprehensive list of tasks and equipment and materials and a cross reference of task statements with existing IDECC competencies are appended.) (LRA).

ED 189 277 CE 023 581

Hermansson, Birgir

Training Fishermen at Sea.

Spons Agency—United Nations Food and Agriculture Organization, Rome (Italy).
Pub Date—78
Available from—Unipub, 345 Park Avenue South, New York, New York 10010 ($8.75)
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

Document Not Available from EDRS
Descriptors—*Boat Operators, *Seafarers, Course Content, Equipment Maintenance, Navigation, Radar, Recordkeeping, Teaching Guides, Vocational Education
Identifiers—Fishing

This instructor's manual is designed to serve as a guide for a one-year course for training fishermen on board training vessels of 100 to 200 gross tons. Fourteen chapters are included to deal with the subjects and problems most frequently faced by skippers and other instructors on training vessels. Chapter titles are (1) The Training Vessel, (2) Crew Requirements, (3) The Training Program, (4) Basic Meteorology, (5) Seamanship, (6) Navigation, (7) Electronic Equipment, (8) Fishing Gear and Methods, (9) Fish Handling on Board, (10) Safety Measures, (11) Fishing Log Books, (12) Economics of Fishing Operations, (13) Vessel Maintenance, and (14) Performance Record of Trainees. (LRA).

ED 189 295 CE 025 056

Smalley, Shirley
Local Implementation of Performance-Based Curriculum. Final Report.

New Castle Community School Corp. Ind
Spons Agency—Indiana State Board of Vocational and Technical Education, Indianapolis
Pub Date—79
Pub Type—Reports—Descriptive (141)
EDRS Price—MF01/PC10 Plus Postage
Descriptors—*Articulation Education, *Competency Based Education, *Curriculum Development, *Job Analysis, *Task Analysis, *Vocational Education, Child Caregivers, Clerical Workers, Day Care, Inservice Teacher Education, Machinists, Medical Assistants, Occupational Information, Postsecondary Education, Program Development, Program Implementation, Secondary Education, Teacher Developed Materials
Identifiers—Indiana

An Indiana curriculum project involving the New Castle Area Vocational School and the Indiana Vocational Technical College Regions 6 and 8 addressed the need for establishing an articulation plan to provide for vertical movement of vocational students from secondary to postsecondary levels. Major objectives were (1) development and implementation of an economically feasible articulation plan; (2) implementation of inservice staff training; (3) joint performance-based curriculum development for the four program areas (job titles) of medical assistant, child care assistant, clerk-typist, and machinist apprentice; and (4) continuing curriculum development. The project demonstrated that staff can be trained to develop performance-based programs and how the change to performance-based vocational education can be accomplished without disrupting the efficient operation of existing programs. The articulation plan developed proved to be workable for students, staff, and administrators. Appendixes, comprising most of the report, include the articulation plan and summary of the articulation field test; teacher introduction to domain-referenced testing (DRT); materials for the domain (vital signs: task analyses, subtasks and DRT); summary of the machine shop field test; the welding survey and summary; welding matrix, purge sheet for tasks, and course plan; distributive education management system; and teacher formative evaluation forms. (YLB).

ED 189 311 CE 025 364

Haakenson, Harvey
Power and Energy Systems Technology Program. Research Series No. 43.

Bismarck Junior Coll. N. Dak. North Dakota State Board for Vocational Education, Bismarck. Research Coordinating Unit
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—77
Pub Type—Reports—Descriptive (141)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Curriculum Development, *Energy, *Technical Education, *Utilities, *Vocational Education, Community Colleges, Course Content, Postsecondary Education, Power Technology, Program Descriptions, Program Development
Identifiers—Power Plants

The overall objective of this project was to develop a training program and materials for power plant training in North Dakota. The project utilized four separate instructional units and four separate enrollment times with eight students enrolling in each phase to a maximum of thirty-two students. The course that resulted from the project is comprised of five units. The first unit of instruction deals with a basic power plant orientation, including all the basic subjects, i.e. introduction, basic subjects, print reading, auxiliary equipment, and meters and instruments. The second unit includes all auxiliary equipment, such as piping systems, valves, traps, pumps, feedwater heaters, and water treatment. The third unit, Boilers, and Auxiliaries, is comprised of types of boilers, boiler components, boiler accessories, steam generation, thermodynamic cycles, fuels—fossil, combustion, instrumentation, controls, procedures for operation, and cleaning. Unit 4 focuses on generator and electrical systems. The fifth unit, Turbines and Auxiliaries, includes steam turbines, mechanical drives, condenser circulating water, condensate systems, and gas turbines. (A course outline is appended.) (LRA).

ED 189 336 CE 025 705

Mook, Corena Legg, Marilyn
Project: Strategies for Sex Fairness. Is My Textbook Limiting Me in Considering Future Roles.

Kansas State Univ. Manhattan. Coll. of Education
Spons Agency—Kansas State Dept. of Education, Topeka. Div. of Vocational Education
Pub Date—80
Available from—Dr. Frank Slapar, Director, Kansas Curriculum Materials Dissemination Center, 207 Whitesitt Hall, Pittsburg State University, Pittsburg, KS 66762 ($1.50 per packet; $45.00 for set of thirty)
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Sex Fairness, *Sex Stereotypes, *Textbook Bias, *Textbooks, Discussion Teaching Technique, Lesson Plans, Secondary Education, Teaching Guides

One of a series of instructional packets to aid schools in reducing sex stereotyping, this guide for teachers (junior high and above) is designed to encourage students to think through how textbooks and educational materials send out hidden messages that attempt to shape their perceptions of acceptable roles for men and women. It was developed to present information and facilitate discussion in a forty-to-fifty-minute class period. Contents include an instructor's script (material to be presented), six transparency masters, and a discussion guide. The following are examples of topics covered: occupations should be shown as open to all; males and females should be shown able to do a variety of home tasks; and language should not reflect limited options. The packet, like others in the series, can be used alone, in combination with other packets, or to supplement existing instructional units. (JT).

ED 189 337 CE 025 706

Mook, Corena Legg, Marilyn
Project: Strategies for Sex Fairness. Is My Guidance Test Limiting Me in Considering Future Roles.

Kansas State Univ. Manhattan. Coll. of Education
Spons Agency—Kansas State Dept. of Education, Topeka. Div. of Vocational Education
Pub Date—80
Available from—Dr. Frank Slapar, Director, Kansas Curriculum Materials Dissemination Center, 207 Whitesitt Hall, Pittsburg State University, Pittsburg, KS 66762 ($1.50 per packet; $45.00 for set of thirty)
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Career Choice, *Interest Inventories, *Sex Fairness, *Sex Stereotypes, *Test Bias, Lesson Plans, Secondary Education, Vocational Interests

One of a series of instructional packets to aid schools in reducing sex stereotyping, this guide for teachers (junior high and above) is designed to make students aware of the role interest tests can play in the process of choosing an occupation to prepare for. Focus is on interpreting test results in such a way that past societal expectations are not limiting today's options. The packet is suggested for use as part of a career exploration unit, in introducing the use of the Dictionary of Occupational Titles, or in preparing students to take an established interest test. Contents include a teacher's script (materials to be presented), handout master for a "Mini Interest Quiz," a transparency master, and class discussion guide. (JT).

ED 189 338 CE 025 707

Mook, Corena Legg, Marilyn

Project: Strategies for Sex Fairness. Changing Lives: Future Trends.

Kansas State Univ. Manhattan. Coll. of Education

Spons Agency—Kansas State Dept. of Education, Topeka. Div. of Vocational Education

Pub Date—79

Available from—Dr. Frank Slapar, Director, Kansas Curriculum Materials Dissemination Center, 207 Whitesitt Hall, Pittsburg State University, Pittsburg, KS 66762 ($1.50 per packet; $45.00 for set of thirty)

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Labor Force, *Sex Fairness, *Sex Stereotypes, *Sociocultural Patterns, Career Education, Family Life, Females, Inservice Teacher Education, Lesson Plans, Males, Middle Class, Postsecondary Education, Secondary Education, Sex Role

One of a series of instructional packets to aid schools in reducing sex stereotyping, this inservice guide for use with school personnel is intended to stimulate thought and discussion about the changes in occupational outlook for young adults over the past decades and prospects for the future. Focus is on socioeconomic changes already affecting career education and proposed changes in direction for the future of public education which might better prepare students to take their place as productive members of society. Contents include a leader's script (material to be presented), three transparency masters, three handout masters, and a class discussion guide. Topics covered include changes in the labor force (males and females), changes in family patterns and roles, and changes in sex role. The packet is designed for use alone, in combination with other packets (see Note), or to supplement existing inservice units. (JT).

ED 189 339 CE 025 708

Mook, Corena Legg, Marilyn

Project: Strategies for Sex Fairness. My Role As a Change Agent.

Kansas State Univ. Manhattan. Coll. of Education

Spons Agency—Kansas State Dept. of Education, Topeka. Div. of Vocational Education

Pub Date—80

Available from—Dr. Frank Slapar, Director, Kansas Curriculum Materials Dissemination Center, 207 Whitesitt Hall, Pittsburg State University, Pittsburg, KS 66762 ($1.50 per packet; $45.00 for set of thirty)

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Attitude Change, *Change Agents, *Sex Fairness, *Sex Stereotypes, Inservice Teacher Education, Lesson Plans, Postsecondary Education, Secondary Education, Sex Role

One of a series of instructional packets to aid schools in reducing sex stereotypes, this inservice guide for use with school personnel is designed to give them a theoretical base that can guide them while developing cooperation from others toward expanding option alternatives for students. Focus is on the role of change agents. Contents include a leader's script (material to be presented), nine transparency masters, one handout master, and three situation descriptions to be used during brainstorming activities. Topics covered include new sex roles, expected outcomes of attacking discrimination and understanding bias, and the stages of attitude change: shock/surprise, disbelief, guilt, projection, using reason, identify/action, and acceptance. The packet is designed for use alone, in combination with other packets (see Note), or to supplement existing inservice units. (JT).

ED 189 340 CE 025 709

Mook, Corena Legg, Marilyn

Project: Strategies for Sex Fairness. My School's Role As a Change Agent.

Kansas State Univ. Manhattan. Coll. of Education

Spons Agency—Kansas State Dept. of Education, Topeka. Div. of Vocational Education

Pub Date—80

Available from—Dr. Frank Slapar, Director, Kansas Curriculum Materials Dissemination Center, 207 Whitesitt Hall, Pittsburg State University, Pittsburg, KS 66762 ($1.50 per packet; $45.00 for set of thirty)

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Change Agents, *School Role, *Sex Fairness, *Sex Role, Educational Change, Inservice Teacher Education, Lesson Plans, Organizational Climate, Postsecondary Education, Secondary Education

One of a series of instructional packets to aid schools in reducing sex stereotypes, this inservice guide for use with school personnel is designed to give them an understanding of the conditions that need to exist within a school for that school to assume an effective role as change agent with regard to students' sex role and occupational choices. Contents include a leader's script (material to be presented) and two handout masters (a mini rating sheet on where the school stands concerning sex fairness and notes on necessary conditions for facilitating change in a school). The packet is designed for use alone, in combination with other packets (see Note), or to supplement existing inservice units. (JT).

ED 189 341 CE 025 710

Mook, Corena Legg, Marilyn

Project: Strategies for Sex Fairness. Legislation's Push for Sex Fairness.

Kansas State Univ. Manhattan. Coll. of Education

Spons Agency—Kansas State Dept. of Education, Topeka. Div. of Vocational Education

Pub Date—80

Available from—Dr. Frank Slapar, Director, Kansas Curriculum Materials Dissemination Center, 207 Whitesitt Hall, Pittsburg State University, Pittsburg, KS 66762 ($1.50 per packet; $45.00 for set of thirty)

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Educational Legislation, *Federal Legislation, *Sex Fairness, *Vocational Education, Civil Rights Legislation, Inservice Teacher Education, Lesson Plans, Postsecondary Education, Secondary Education

Identifiers—Title II Education Amendments 1976, Title IX Education Amendments 1972

One of a series of instructional packets to aid schools in reducing sex stereotypes, this inservice guide for use with school personnel is designed to develop an understanding of the provisions of federal legislation that affect sex equity in vocational education. Legislation covered is Title IX of the 1972 Education Amendments and relevant portions of Title II of the Education Amendments of 1976. Additional focus is on social factors that contributed to passage of the legislation. Expected presentation time is about an hour. Contents include a leader's script (material to be presented), three transparency masters, and two handout masters. The packet is designed for use alone, in combination with other packets (see Note), or to supplement existing inservice units. (JT).

ED 189 342 CE 025 711

Mook, Corena Legg, Marilyn

Project: Strategies for Sex Fairness. Recognizing My Fair and Unfair

Behavior.
Kansas State Univ. Manhattan. Coll. of Education
Spons Agency—Kansas State Dept. of Education, Topeka. Div. of Vocational Education
Pub Date—80
Available from—Dr. Frank Slapar, Director, Kansas Curriculum Materials Dissemination Center, 207 Whitesitt Hall, Pittsburg State University, Pittsburg, KS 66762 ($1.50 per packet; $45.00 for set of thirty)
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Sex Bias, *Sex Discrimination, *Sex Fairness, Inservice Teacher Education, Lesson Plans, Postsecondary Education, Secondary Education, Self Evaluation Individuals

One of a series of instructional packets to aid schools in reducing sex stereotypes, this inservice guide for use with school personnel is designed to stimulate thought about the differences between sex discrimination and sex bias and to encourage school personnel to examine and evaluate their own attitudes and behavior for sex fairness as they work with young people. The lesson plan provides opportunity for group discussion and exchange of ideas. Contents include a leader's script (material to be presented), three handout masters, and a class discussion guide (one of which is a self-evaluation sheet on sex-fair behavior). The packet is designed for use alone, in combination with other packets (see Note), or to supplement existing inservice units. (JT).

ED 189 343 CE 025 712
Mook, Corena Legg, Marilyn
Project: Strategies for Sex Fairness. Evaluating Our School for Sex Fairness.
Kansas State Univ. Manhattan. Coll. of Education
Spons Agency—Kansas State Dept. of Education, Topeka. Div. of Vocational Education
Pub Date—80
Available from—Dr. Frank Slapar, Director, Kansas Curriculum Materials Dissemination Center, 207 Whitesitt Hall, Pittsburg State University, Pittsburg, KS 66762 ($1.50 per packet; $45.00 for set of thirty)
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Program Evaluation, *School Surveys, *Sex Fairness, *Vocational Education, Check Lists, Evaluation Methods, Inservice Teacher Education, Lesson Plans, Postsecondary Education, Secondary Education, Vocational Schools
Identifiers—Title IX Education Amendments 1972

One of a series of instructional packets to aid schools in reducing sex stereotypes, this inservice guide for use with school personnel is designed to assist vocational schools and programs in evaluating their site for sex fairness. Covered are evaluations required by legislation and additional evaluations that may be added because of local interest. Expected presentation time is about an hour. Contents include a leader's script (material to be presented), two transparency masters (Reaction Choices for Needs Assessment and Variables Measured by 'Self Administered Survey of Sex Stereotypes for Project Massive') and four handout masters (Title IX Self-Evaluation of My School, Materials and Data Needed to Assess Title IX Compliance, Needs Assessment—Summary of Activities for Expanding Student Options, and Possible Action Fronts). The packet is designed for use alone, in combination with other packets (see Note), or to supplement existing inservice units. (JT).

ED 189 344 CE 025 713
Mook, Corena Legg, Marilyn
Project: Strategies for Sex Fairness. Instructional Materials—Usage Despite Bias.
Kansas State Univ. Manhattan. Coll. of Education
Spons Agency—Kansas State Dept. of Education, Topeka. Div. of Vocational Education
Pub Date—80
Available from—Dr. Frank Slapar, Director, Kansas Curriculum Materials Dissemination Center, 207 Whitesitt Hall, Pittsburg State University, Pittsburg, KS 66762 ($1.50 per packet; $45.00 for set of thirty)
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Instructional Materials, *Sex Fairness, *Sex Stereotypes, Career Education, Inservice Teacher Education, Lesson Plans, Occupations, Postsecondary Education, Secondary Education, Teaching Methods, Textbook Bias, Textbook Evaluation, Textbooks

One of a series of instructional packets to aid schools in reducing sex stereotypes, this inservice guide for use with school personnel is designed to increase their awareness of ways textbooks and instructional materials contribute toward limiting student options. Included are avenues personnel can take to counter stereotypical messages relayed by educational materials. Contents include a leader's script (material to be presented), three transparency masters, three handout masters, a class discussion guide, and a resource list for further exploring of stereotyping found in educational material. Topics covered include depicting men and women in career materials, how language can reflect limited options, checklists of countering activities, and rating form for evaluating instructional materials. The packet is designed for use alone, in combination with other packets (see Note), or to supplement existing inservice units. (JT).

ED 189 345 CE 025 714
Mook, Corena Legg, Marilyn
Project: Strategies for Sex Fairness. Guidance Tests—Usage Despite Bias.
Kansas State Univ. Manhattan. Coll. of Education
Spons Agency—Kansas State Dept. of Education, Topeka. Div. of Vocational Education
Pub Date—80
Available from—Dr. Frank Slapar, Director, Kansas Curriculum Materials Dissemination Center, 207 Whitesitt Hall, Pittsburg State University, Pittsburg, KS 66762 ($1.50 per packet; $45.00 for set of thirty)
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Interest Inventories, *Sex Fairness, *Sex Stereotypes, *Test Bias, Inservice Teacher Education, Lesson Plans, Postsecondary Education, Secondary Education, Vocational Interests
Identifiers—Education Amendments 1972

One of a series of instructional packets to aid schools in reducing sex stereotypes, this inservice guide for use with school personnel is designed to reiterate the necessity for careful examination and evaluation of testing materials to determine the degree to which they are free of sexual discrimination, bias, and stereotyping. The applicable section of Title IX (Education Amendments of 1972) is presented, and commonly-used types of tests are discussed. Contents include a leader's script (material to be presented), one transparency master and two handout masters. Topics covered include uses and abuses of guidance tests (achievement, aptitude, and interest tests), recommendations for use of career interest inventories, and guidelines for assessment of sex bias in career interest inventories. The packet is designed for use alone, in combination with other packets (see Note), or to supplement existing inservice units. (JT).

ED 189 346 CE 025 715
Mook, Corena Legg, Marilyn
Project: Strategies for Sex Fairness. The Academic Teacher—Encouraging Non-Traditional Options.
Kansas State Univ. Manhattan. Coll. of Education
Spons Agency—Kansas State Dept. of Education, Topeka. Div. of Vocational Education
Pub Date—80
Available from—Dr. Frank Slapar, Director, Kansas Curriculum Materials Dissemination Center, 207 Whitesitt Hall, Pittsburg State University, Pittsburg, KS 66762 ($1.50 per packet; $45.00 for set of thirty)
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Academic Education, *Sex Fairness, *Sex Stereotypes, *Teacher Role, * Inservice Teacher Education, Learning Activities, Lesson Plans, Postsecondary Education, Secondary Education, Student Development, Teacher Attitudes

One of a series of instructional packets to aid schools in reducing sex stereotypes, this inservice guide for use with school personnel is designed to stimulate academic teachers to encourage students to develop attitudes, knowledge, and skills without the limitations imposed by sex stereotyping. Materials are designed for use in a ninety-minute period but may be shortened or lengthened by adjustment of discussion or brainstorming time. Contents include a leader's script (material to be presented), two transparency masters, five handout masters, and a class discussion guide. The handouts contain resource lists and classroom situations for use in brainstorming exercises. The packet is designed for use alone, in combination with other packets (see Note), or to supplement existing inservice units. (JT).

ED 189 347 CE 025 716
Mook, Corena Legg, Marilyn
Project: Strategies for Sex Fairness. Vocational Teacher—Encouraging Non-Traditional Options.
Kansas State Univ. Manhattan. Coll. of Education
Spons Agency—Kansas State Dept. of Education, Topeka. Div. of Vocational Education
Pub Date—80
Available from—Dr. Frank Slapar, Director, Kansas Curriculum Materials Dissemination Center, 207 Whitesitt Hall, Pittsburg State University, Pittsburg, KS 66762 ($1.50 per packet; $45.00 for set of thirty)
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Nontraditional Occupations, *Sex Fairness, *Sex Stereotypes, *Vocational Education, Career Guidance, Inservice Teacher Education, Lesson Plans, Postsecondary Education, Secondary Education, Teacher Role, Vocational Education Teachers

One of a series of instructional packets to aid schools in reducing sex stereotypes, this inservice guide for use with school personnel is designed to stimulate vocational teachers to individually and cooperatively encourage students to prepare for nontraditional fields. Expected time for use of the materials is 90-120 minutes; suggestions for shortening are included. Contents include a leader's script (material to be presented), one transparency master, and seven handout masters. Handouts include list of expanding options activities and notes on the vocational teacher's role in expanding options, resource lists (specifically for Kansas), and three classroom situations for use in brainstorming exercises (for the inservice group). The packet is designed for use alone, in combination with other packets (see Note), or to supplement existing inservice units. (JT).

ED 189 348 CE 025 717
Mook, Corena Legg, Marilyn
Project: Strategies for Sex Fairness. Counselor—Encouraging Non-Traditional Options.
Kansas State Univ. Manhattan. Coll. of Education
Spons Agency—Kansas State Dept. of Education, Topeka. Div. of Vocational Education
Pub Date—80
Available from—Dr. Frank Slapar, Director, Kansas Curriculum Materials Dissemination Center, 207 Whitesitt Hall, Pittsburg State University, Pittsburg, KS 66762 ($1.50 per packet; $45.00 for set of thirty)
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Career Guidance, *Counselor Role, *Sex Fairness, *Sex Stereotypes, Counselor Training, Educational Legislation, Federal Legislation, Inservice Education, Legal Responsibility, Lesson Plans, Postsecondary Education, Secondary Education
Identifiers—Education Amendments 1972, Title II Education Amendments 1976

One of a series of instructional packets to aid schools in reducing sex stereotypes, this inservice guide for use with school personnel is designed to reiterate for guidance counselors the requirements of sex fairness legislation in education and to reaffirm the necessity for making young people aware of the expanding options open to them in choosing careers. Materials are included for self-checks by counselors of their own attitudes in responding to typical counseling situations. Contents include a leader's script (materials to be presented), three transparency masters, five handout masters, answer sheets, and a class discussion guide for use with two counseling case studies. Topics covered include work life expectancy, Education Amendments of 1972 and 1976 (Title IX and Title II), responsibilities of counselors employed in educational settings, and recognizing sexist and nonsexist behavior. The packet is designed for use alone, in combination with other packets (see Note), or to supplement existing inservice units. (JT).

ED 189 349 CE 025 719
Mook, Corena Legg, Marilyn
Project: Strategies for Sex Fairness. Differences between a Girl and Boy.
Kansas State Univ. Manhattan. Coll. of Education
Spons Agency—Kansas State Dept. of Education, Topeka. Div. of Vocational Education
Pub Date—80
Available from—Dr. Frank Slapar, Director, Kansas Curriculum Materials Dissemination Center, 207 Whitesitt Hall, Pittsburg State University, Pittsburg, KS 66762 ($1.50 per packet; $45.00 for set of thirty)
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Sex Differences, *Sex Fairness, *Sex Stereotypes, Classroom Techniques, Inservice Teacher Education, Lesson Plans, Postsecondary Education, Secondary Education

One of a series of instructional packets to aid schools in reducing sex stereotypes, this inservice guide for use with school personnel is designed to stimulate thought and discussion about sex differences. Focus is on the difference between real sex differences and cultural sex stereotypes, the origin of the latter, and the implications of sex equality for our changing society and particularly for our system of public education. Contents include a leader's script (material to be presented), four transparency masters, and three handout masters. Topics covered include biological sex differences, intellectual sex differences (childhood and adolescence), myth and reality, intellectual and personality sex differences, and adjectives for son and daughter. A checklist of teacher responses to specific classroom situations is also included. The packet is designed for use alone, in combination with other packets (see Note), or to supplement existing inservice units. (JT).

ED 189 350 CE 025 720
Mook, Corena Legg, Marilyn
Project: Strategies for Sex Fairness. Profile of a Non-Traditional Student.
Kansas State Univ. Manhattan. Coll. of Education
Spons Agency—Kansas State Dept. of Education, Topeka. Div. of Vocational Education
Pub Date—80
Available from—Dr. Frank Slapar, Director, Kansas Curriculum Materials Dissemination Center, 207 Whitesitt Hall, Pittsburg State University, Pittsburg, KS 66762 ($1.50 per packet; $45.00 for set of thirty)
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Nontraditional Occupations, *Sex Fairness, *Sex Stereotypes, *Student Characteristics, *Vocational Education, Bakery Industry, Females, Food Service Occupations, Inservice Teacher Education, Lesson Plans, Postsecondary Education, Secondary Education

One of a series of instructional packets to aid schools in reducing sex stereotypes, this inservice guide for use with school personnel is designed to provide vocational educators with clues to potential problems which their nontraditional students may face in their future roles. A picture is presented of nontraditional employees: women sent by their employers to the American Institute of Baking. Focus is on their attitudes regarding positive and negative aspects and problems faced by women in the food industry. Additional preparation the women might have found useful is suggested. Contents include a leader's script (material to be presented), two handout masters, and a class discussion guide. Handouts list (1) common problems faced by nontraditional blue collar workers, with matching counter measures and (2) characteristics of nontraditional students. The packet is designed for use alone, in combination with other packets (see Note), or to supplement existing inservice units. (JT).

ED 189 351 **CE 025 721**

Mook, Corena Legg, Marilyn

Project: Strategies for Sex Fairness. Home Economics for All.

Kansas State Univ. Manhattan. Coll. of Education

Spons Agency—Kansas State Dept. of Education, Topeka. Div. of Vocational Education

Pub Date—80

Available from—Dr. Frank Slapar, Director, Kansas Curriculum Materials Dissemination Center, 207 Whitesitt Hall, Pittsburg State University, Pittsburg, KS 66762 ($1.50 per packet; $45.00 for set of thirty)

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Home Economics, *Males, *Sex Fairness, *Sex Stereotypes, Classroom Techniques, Home Economics Skills, Home Economics Teachers, Inservice Teacher Education, Lesson Plans, Postsecondary Education, Secondary Education, Student Needs, Teacher Role

One of a series of instructional packets to aid schools in reducing sex stereotypes, this inservice guide for use with school personnel is designed to stimulate home economics teachers to help students develop attitudes, knowledge, and skills that are not limited by sex stereotyping. Focus is on the teacher's involvement in expanding options for male students. Suggested time frame for presentation and discussion is ninety minutes. Contents include a leader's script (material to be presented), two transparency masters, eight handout masters, and a class discussion guide. Topics covered include student coping goals for tomorrow's world and essential competencies needed by both male and female homemakers. Handouts include situations for use in inservice brainstorming exercises, lists of suggested strategies for expanding options for boys, and teachers' resources lists (specifically for Kansas). The packet is designed for use alone, in combination with other packets (see Note), or to supplement existing inservice units. (JT).

ED 189 352 **CE 025 722**

Mook, Corena Legg, Marilyn

Project: Strategies for Sex Fairness. Math and Science for All.

Kansas State Univ. Manhattan. Coll. of Education

Spons Agency—Kansas State Dept. of Education, Topeka. Div. of Vocational Education

Pub Date—80

Available from—Dr. Frank Slapar, Director, Kansas Curriculum Materials Dissemination Center, 207 Whitesitt Hall, Pittsburg State University, Pittsburg, KS 66762 ($1.50 per packet; $45.00 for set of thirty)

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Career Guidance, *Mathematics Education, *Science Education, *Sex Fairness, *Sex Stereotypes, Classroom Techniques, Inservice Teacher Education, Lesson Plans, Mathematics, Mathematics Anxiety, Postsecondary Education, Sciences, Secondary Education, Student Attitudes, Teacher Influence

Identifiers—Kansas

One of a series of instructional packets to aid schools in reducing sex stereotypes, this inservice guide for use with school personnel is designed to increase awareness of the extent to which Kansans limit their career options by avoiding math and science. Focus is on why people do not develop more math knowledge and/or skills (such as mathophobia, math anxiety and socialization influences) and how to counter these causes. Suggested time-frame for presentation is sixty to ninety minutes. Contents include a leader's script (material to be presented), a transparency master, and four handout masters. Included are lists of science and math related occupations, outline of sex differences in math skills, self-test and feelings about math, strategies to counter math anxiety, and list of projects conducted to encourage women into math and science. The packet is designed for use alone, in combination with other packets (see Note), or to supplement existing inservice units. (JT).

ED 189 353 **CE 025 729**

Mook, Corena Legg, Marilyn

Project: Strategies for Sex Fairness. Re-Entering the Work Force—New Options.

Kansas State Univ. Manhattan. Coll. of Education

Spons Agency—Kansas State Dept. of Education, Topeka. Div. of Vocational Education

Pub Date—80

Available from—Dr. Frank Slapar, Director, Kansas Curriculum Materials Dissemination Center, 207 Whitesitt Hall, Pittsburg State University, Pittsburg, KS 66762 ($1.50 per packet; $45.00 for set of thirty)

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Career Guidance, *Reentry Workers, *Sex Fairness, Community Programs, Females, Lesson Plans, Outreach Programs, Staff Development

One of a series of instructional packets to aid schools in reducing sex stereotypes, this outreach packet is designed to inform and stimulate community support and encourage women in their attempt to assess and reenter the work world. Materials are suggested for use in forty-five to sixty minutes. Contents include a leader's script (material to be presented), two transparency masters, three handout masters, and six case studies to be distributed to small brainstorming groups. Handouts include lists of resource groups for work-seeking women. The packet is designed for use alone, in combination with other packets (see Note), or to supplement existing outreach units. (JT).

ED 189 367 **CE 025 846**

Solar Job Related Training.

Lennox Industries, Inc. Dallas, Tex

Pub Date—79

Available from—Lennox Education Products, P.O. Box 40050, Dallas, TX 75240 ($15.00)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

Document Not Available from EDRS

Descriptors—*Equipment, *Equipment Maintenance, *Solar Radiation, Climate Control, Equipment Utilization, Heat, Instructional Materials, Thermal Environment

This book contains comprehensive instruction in design, installation, and service procedures for typical solar space heat and domestic hot water systems. The book is comprised of five major sections. Solar Systems: Past and Present presents a brief look at how far solar technology has advanced. Included in this section are descriptions of over fifty solar system projects being built throughout the country. The Sun and Solar Energy Collection sections discuss the sun as an energy source. Included in the Lennox Space Heat/Domestic Hot Water Systems section are descriptions of components, operating modes, control, equipment selection, installation, maintenance, and troubleshooting. The final section, Lennox Domestic Hot Water System, describes a solar system without space heat capability. A glossary of solar terms is appended. (LRA).

ED 189 376 **CE 025 867**

Home Economics Education: Clothing and Textiles Modules. Samples for Levels III, IV, and V.

New York State Education Dept. Albany. Bureau of Occupational Education Curriculum Development

Pub Date—80

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC03 Plus Postage
Descriptors—*Behavioral Objectives, *Clothing Instruction, *Home Economics Education, *Learning Activities, *Learning Modules, *Student Evaluation, *Textiles Instruction, Careers, Curriculum Development, Interpersonal Relationship, Leisure Time, Safety Education, Secondary Education, State Curriculum Guides
Identifiers—New York

This publication is the sixth in a series of publications that explain the present curriculum planning process for home economics education for the schools of New York and provide resource materials to aid in course planning. The book is intended as an aid to home economics teachers on levels III, IV, and V (grades 9 through 12) in clothing and textiles instruction. The sample modules are grouped by instructional level and include emphases on management, buymanship, leisure, career, health and safety, and relationships. A chart presenting the scope of learnings covered by the modules precedes each instructional level group. Each module follows a typical format that includes the following parts: learning outcomes, behavioral outcomes, suggested learning experiences, Future Homemakers of America experience, suggested measurement of student programs, and related module titles. The modules can be used as they are, can be adapted to fit the local situation, or can be models for producing other modules. (LRA).

ED 189 382 CE 025 913
Development of a Marketing Services Curriculum Guide. Final Report, September 1, 1979-June 30, 1980.
Southern Illinois Univ. Carbondale. Dept. of Vocational Education Studies
Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education
Pub Date—80
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Reports—Research/Technical (143)
EDRS Price—MF02/PC21 Plus Postage
Descriptors—*Business, *Curriculum Development, *Distributive Education, *Marketing, *Real Estate Occupations, Competency Based Education, Curriculum Guides, Postsecondary Education, Secondary Education, Teaching Guides
Identifiers—Illinois, Personal Services Occupations

A project was conducted to develop a marketing services curriculum guide for secondary and postsecondary distributive education programs in the areas of real estate and business/personal services. Interviews were conducted with business people in these two areas to establish their entry-level positions and career-advancement opportunities. Competencies for entry-level positions were identified and validated. Competencies were then categorized, and instructional objectives were written for each category. Curriculum guides were developed for real estate and business/personal services that included areas such as advertising, communications, display, human relations, marketing/economics, management, product/service technology, and selling. (Appended material includes the validation instruments, instructional objectives and competencies for real estate and business/personal services, and field-test copies of the real estate and business/personal services curriculum guides.) (LRA).

ED 189 383 CE 025 915
Core Curriculum in Agriculture. Phase I Report.
Illinois Univ. Urbana. Dept. of Vocational and Technical Education
Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education
Pub Date—80
Pub Type—Reports—Research/Technical (143)
EDRS Price—MF01/PC09 Plus Postage
Descriptors—*Agricultural Education, *Core Curriculum, *Curriculum Development, *Vocational Education, Competency Based Education, Needs Assessment, Secondary Education, State Surveys
Identifiers—Illinois

The primary purpose of this project is to develop and field test a core curriculum in agriculture for rural secondary schools and a core curriculum in agriculture for metropolitan or urban schools in Illinois. Activities of Phase 1 of the project were reviewing literature and interviewing industry representatives to identify pertinent research and gather employment information, organizing and meeting with a rural agriculture program advisory committee and a metropolitan agriculture program advisory committee, conducting observational trips to five states, developing a collection of core curriculum resources from other states, and surveying Illinois teachers to determine content for the core curriculum. In addition, an assessment of employment needs for Illinois agriculture was made. As a result of this assessment, employment trends within the framework of the seven taxonomic areas of agricultural education (agricultural production, agricultural supplies and services, agricultural mechanics, agricultural products, ornamental horticulture, renewable natural resources, and forestry) were identified. Based on project findings, common competencies that are needed by those planning to enter occupations in Illinois agriculture at entry or mid-management levels were identified. (LRA).

ED 189 384 CE 025 917
Legacy, James
Final Report to Automotive and Petroleum Curriculum Research—Phase I.
North Carolina State Univ. Raleigh. Sea Grant Coll
Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education
Pub Date—80
Contract—R-33-10-X0442-318
Note—73p
Pub Type—Reports—Descriptive (141). Reports—Research/Technical (143)
EDRS Price—MF01/PC03 Plus Postage
Descriptors—*Career Ladders, *Distributive Education, *Minimum Competencies, *Motor Vehicles, *Petroleum Industry, *Sales Occupations, Competency Based Education, Curriculum Development, Curriculum Research, Marketing, Secondary Education, Surveys, Wholesaling
Identifiers—Illinois

A project was conducted to (1) identify all the competencies that are most essential for the most common first-level jobs in the field of automotive and petroleum, (2) identify the common career ladders and the most important criteria for promotion in the field and (3) prepare a curriculum guide that includes a provision both for teaching the essential competencies and helping students to be aware of career opportunities and promotion criteria for the field. Major project activities included conducting a feasibility study, reviewing competencies, developing a panel to identify essential competencies for first-level positions and promotion criteria, completing task analyses, prioritizing the competencies, and developing career material to use for interviewing and for the first draft of the curriculum guide. As a result of the project, 238 competencies were identified and prioritized. In addition, career ladders were identified, and a written narrative on careers in automotive and petroleum was developed. (Appended material includes the list of prioritized competencies, automotive and petroleum industry career information, and the evaluation instrument used in the project.) (LRA).

ED 189 387 CE 025 920
Competency-Based Horticulture. Gardening/Groundskeeping.
College of DuPage, Glen Ellyn, Ill
Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education
Pub Date—76
Contract—R-33-10-X-0442-317
Note—286p. ; For related documents see CE 025 919-920
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC12 Plus Postage
Descriptors—*Agricultural Education, *Competency Based Education, *Groundskeepers, *Ornamental Horticulture, *Ornamental Horticulture Occupations, *Vocational Education, Administration, Behavioral Objectives, Check Lists, Curriculum Guides, Equipment Maintenance, Evaluation Criteria, Facilities, Fertilizers, High Schools, Horticulture, Learning Activities, Maintenance, Personnel Management, Pesticides, Plant Propagation, Postsecondary Education, Secondary Education, Student Evaluation, Two Year Colleges
Identifiers—Vocational Technical Education Consortium States

One of two competency-based horticulture curriculum guides developed by an Illinois project, this Gardening/Groundskeeping guide provides the classroom teacher with specific tasks determined by state industry personnel to be necessary for entry-level job placement. It is intended for horticulture education at the senior high school and two-year college level. For each task, a specific performance objective and evaluation is given along with additional teaching strategies, evaluations, and instructional references. Both students and teachers may refer to Performance Guides and/or Instructor Checklists to determine and judge execution of the tasks. The ten units in this guide are Management-Personnel; Management-Job Actions; Soils; Lawns; Trees, Shrubs, Annuals, and Perennials; Pesticides; Fertilizers; Maintenance of Facilities; Equipment and Supplies; and Equipment Operation and Maintenance. A master reference list is appended. (YLB).

ED 189 388 CE 025 921

Competency-Based Horticulture. Floriculture.
College of DuPage, Glen Ellyn, Ill
Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education
Pub Date—78
Contract—R-33-10-X-0442-317
Note—314p.; For related documents see CE 025 919-920
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC13 Plus Postage
Descriptors—*Agricultural Education, *Competency Based Education, *Floriculture, * *Ornamental Horticulture Occupations, *Plant Pathology, *Plant Propagation, *Vocational Education, Behavioral Objectives, Check Lists, Curriculum Guides, Equipment Maintenance, Evaluation Criteria, High Schools, Horticulture, Learning Activities, Postsecondary Education, Secondary Education, Student Evaluation, Two Year Colleges
Identifiers—Vocational Technical Education Consortium States

One of two competency-based horticulture curriculum guides developed by an Illinois project, this Floriculture guide provides the classroom teacher with specific tasks determined by state industry personnel to be necessary for entry-level job placement. It is intended for horticulture education at the senior high school and two year college level. For each task, a specific performance objective and evaluation is given along with additional teaching strategies, evaluations, and instructional references. Both students and teachers may refer to Performance Guides and/or Instructor Checklists to determine and judge execution of the tasks. The seven units in this guide are Propagating and Planting of Plants, Soil and Planting Media Preparation, Cultural and Environmental Control Practices, Irrigation Practices, Plant Pest and Disease Control, Harvesting Crops, and Maintenance and Repairs. A master reference list is appended. (YLB).

ED 189 389 CE 025 922

Walker, Gene C.
Solar Energy Installers Curriculum Guides. Final Report.
College of DuPage, Glen Ellyn, Ill
Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education
Pub Date—80
Contract—R-33-10-X-0442-316
Note—287p.; Some pages will not reproduce well due to light and broken type. For related documents see CE 025 923-924
Pub Type—Reports—Research/Technical (143)
EDRS Price—MF01/PC12 Plus Postage
Descriptors—*Competency Based Education, *Curriculum Development, *Program Development, *Solar Radiation, *Vocational Education, Community Colleges, Curriculum Guides, Educational Research, Postsecondary Education, Secondary Education

A project was conducted to develop solar energy installers curriculum guides for use in high school vocational centers and community colleges. Project activities included researching job competencies for the heating, ventilation, and air conditioning industry and determining through interviews and manufacturers' literature what additional competencies were needed to add solar to the industry. Career ladders were developed from existing industry levels of success. Formulation of measurable course objectives was implemented through conducting literature searches of varied manufacturers application engineering manuals, installation manuals, government publications, industrial publications, unions, etc. and existing public books. Instructional resources were identified by sending requests to all manufacturers, contractors, industry-related sources. As a result of the project, twenty units of instruction were developed in six areas: (1) Solar Application Installation, (2) HVACS Electrical, (3) Backup Heating Systems, (4) Refrigeration Theory, (5) Refrigeration Service Procedures, and (6) Heat Transfer Methods and Systems. (Consultant Reports are appended.) (LRA).

ED 189 390 CE 025 923

Walker, Gene C.
Solar Energy Installers Curriculum Guides. Book I.
College of DuPage, Glen Ellyn, Ill
Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education
Pub Date—80
Contract—R-33-10-X-0442-316
Note—275p.; Not available in paper copy due to colored paper. For related documents see CE 025 922 and CE 025 924
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052), Guides/Methods/Techniques—Non-Classroom Use (055)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Competency Based Education, *Solar Radiation, *Thermal Environment, * *Vocational Education, Air Conditioning, Community Colleges, Course Content, Curriculum Guides, Heating, Postsecondary Education, Refrigeration, Secondary Education, Student Evaluation, Teaching Guides, Temperature

This first volume of a comprehensive curriculum guide for the heating-ventilation-air conditioning-refrigeration-solar student is designed to assist high school area vocational centers or community college instructors in the implementation and operation of comfort training programs. Following an introductory section, the guide provides job competencies, including minimum entry level, and career ladder advancement procedures. Additional sections describe how to use the solar energy installers curriculum guide and provide reference materials. The remainder of the guide is comprised of eighteen units of instruction within four major areas: solar application installation, electrical, backup heating systems, and refrigeration theory. Presented for each unit are unit numbers, instructional objective, reference materials; audio visual materials available, outline, performance conditions, student evaluation criteria, procedure of instituting unit, unit tests, and exams. (LRA).

ED 189 391 CE 025 924

Walker, Gene C.
Solar Energy Installers Curriculum Guides. Book II.
College of DuPage, Glen Ellyn, Ill
Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education
Pub Date—80
Contract—R-33-10-X-0442-316
Note—235p.; Not available in paper copy due to colored paper. For related documents see CE 025 922-923
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Competency Based Education, *Solar Radiation, *Thermal Environment, * *Vocational Education, Air Conditioning, Community Colleges, Course Content, Curriculum Guides, Heating, Postsecondary Education, Refrigeration, Secondary Education, Student Evaluation, Teaching Guides, Temperature

This second volume of a comprehensive curriculum guide for the heating-ventilation-air conditioning-refrigeration-solar student is designed to assist high school area vocational centers or community college instructors in the implementation and operation of comfort training programs. The guide is comprised of ten units of instruction within three areas: refrigeration theory, refrigeration service procedures, and heat-transfer methods and systems. Presented for each unit are unit numbers, instructional objective, reference materials, audio visual materials available, outline, performance conditions, student evaluation criteria, procedure of instituting unit, unit tests, and exams. (LRA).

ED 189 392 CE 025 925

Beasley, Georgia Blair, Comp

An Activities Handbook for Child Care: Math.

Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College. Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education

Pub Date—79

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC05 Plus Postage

Descriptors—*Day Care, *Home Economics, *Mathematics Instruction, *Preschool Curriculum, Instructional Materials, Learning Activities, Mathematics Materials, Preschool Children

This activities handbook is designed to give access to math activities appropriate for preschool children. Six areas are covered in the guide: (1) counting, (2) geometry, (3) numerals, (4) money, (5) pre-number experience, and (6) measurement. Included within each area are fingerplays and learning activities. The learning activities are designed for use on an individual, small-groups, or whole-group basis. Visuals are included throughout the handbook for use as bulletin board aids. Appended material includes suggested math resources, shape and numeral patterns, math vocabulary terms, and checklist for math presentations. (LRA).

ED 189 399 CE 025 943

Leigh, Robert K.

Good Ideas for Teaching Daily Adult Living.

Alabama State Dept. of Education, Montgomery. Div. of Adult Basic Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—76

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Adult Basic Education, *Citizenship Education, *Community Services, * *Daily Living Skills, *Employment Potential, *Work Attitudes, Behavioral Objectives, Citizen Participation, Citizen Role, Citizenship, Citizenship Responsibility, Community Organizations, Government Role, Instructional Materials, Job Skills, Learning Activities

Intended for practicing Adult Basic Education teachers, this handbook provides materials for teaching specific coping skills in the area of daily adult living. Three areas of study are explored: (1) community, which includes organizations, health, nutrition, safety, money management, and media; (2) government and law, which includes citizenship, voting, safety, wills, social security, and levels of government; and (3) occupational knowledge and attitudes, which includes how to get and keep a job, applications, interviews, and employee orientation. Introductory materials include an outline of the areas of study and specific activities and a listing of characteristics of the adult learner. A one-page introduction begins each section on one of the three areas. Each area, designed as a self-contained teaching module, contains several adult-oriented activities (16 in area 1, 6 in area 2, and 7 in area 3) organized in the following format: instructional goal, instructional objective, introduction for teacher, suggested activities, and list of resources. A bibliography is appended. (YLB).

ED 189 420 CE 026 051

Dorr, Eugene L. Ahlen, Harry

Competency-Based Common-Core Curriculum for Fire Science Education.

Arizona State Board of Directors for Junior Colleges, Phoenix

Spons Agency—Arizona State Dept. of Education, Phoenix. Div. of Career and Vocational Education

Pub Date—79

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC05 Plus Postage

Descriptors—*Certification, *Competency Based Education, *Core Curriculum, *Fire Science Education, *Minimum Competencies, *Standards, Community Colleges, Curriculum Development, Fire Fighters, Fire Protection, Safety Education, State Surveys, Two Year Colleges

Identifiers—Arizona, International Fire Service Training Association

This booklet is comprised of eight courses for fire science which were identified as common-core by a statewide fire science education advisory council composed of experts in the field of fire science education in Arizona. Common-core courses included are (1) Introduction to Fire Protection, (2) Introduction to Fire Prevention, (3) Introduction to Fire Suppression, (4) Fire Operations I, (5) Fire Operations II, (6) Fire Hydraulics, (7) Fire Apparatus, and (8) Fire Fighting Tactics and Strategy. Each course is presented in a summary table which provides an inventory of minimum competencies and skills stated in behavioral terms. In addition to competencies and skills, each table provides the International Fire Service Training Association Reference Manual numbers and where further information concerning this competency may be found. Reference numbers are provided that indicate the national certification standard that is relevant to the competency. The level of achievement required for national certification in the Fire Fighter I and Fire Fighter II categories is designated. (LRA).

ED 189 424 CE 026 056

Business and Office Education Curriculum Framework.

Texas Education Agency, Austin. Div. of Curriculum Development

Pub Date—74

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Business Education, *Core Curriculum, *Course Descriptions, *Curriculum Development, *Job Skills, Business Education Teachers, Career Education, Curriculum Design, Curriculum Guides, Elective Courses, General Education, Office Occupations Education, Program Administration, Safety, School Community Relationship, Student Organizations, Teacher Education, Teacher Role

Designed for administrators and teachers, this curriculum framework outlines a comprehensive business and office education program that is both general education and career preparation. Section 1 provides an overview of the business and office education program. Topics include role and scope of the business and office education program, career education, role of the business teacher, student organizations related to business, business and office education and the community, teacher education, administration of the program, and safety. In section 2 planning the student's curriculum is discussed. Following an overview of granting credit, scheduling of courses, local course offerings, and bilingual courses, a chart summarizing recommended and/or desirable business and office courses is described. The third section contains descriptions of the thirty-one courses in the thirteen course categories as discussed in section 2: accounting and recordkeeping, business communications, business data processing, business law, business mathematics, career investigation, finance, management, office procedures, shorthand and notetaking, typewriting, idependent study, and vocational office education. (YLB).

ED 189 436 CE 026 095

Electrical Experiments. VT-214-10-1. Part One. Grade 10. Experiments 1-63 Revised.

Connecticut State Dept. of Education, Hartford. Div. of Vocational Education

Pub Date—77

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC09 Plus Postage

Descriptors—*Electric Circuits, *Electricity, *Vocational Education, Electrical Occupations, Electrical Systems, Grade 10, Investigations, Learning Activities, Science Experiments, Secondary Education

Designed for tenth-grade students, this activity book contains sixty-three electrical experiments. Experiments focus on topics such as the direction of flow of electricity in an electric circuit, comparison of heating effect using different amounts of current, comparison of heating effects of electric current in conductors of different sizes, and connecting and reading a voltmeter. Each experiment follows a typical format that includes the following parts: purpose, materials used, procedure, questions, and references. (LRA).

ED 189 437 CE 026 096

Electrical Experiments. VT-214-11. Part One. Grade 11. Revised.
Connecticut State Dept. of Education, Hartford. Div. of Vocational Education
Pub Date—78
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)
EDRS Price—MF01/PC08 Plus Postage
Descriptors—*Electricity, *Electronics, *Magnets, *Vocational Education, Electrical Occupations, Electrical Systems, Electricians, Grade 11, Investigations, Learning Activities, Science Experiments, Secondary Education
Identifiers—Commercial Generators

Designed for eleventh-grade students, this activity book contains nineteen electrical experiments. Experiments focus on topics such as commercial application of electromagnets, electromagnetic instruments, and commercial generators. Each experiment follows a typical format that includes the following parts: purpose, material used, procedure, questions, and references. The experiments are preceded by a series of information sheets and job sheets that provide the student with information on topics such as electrical wiring specifications, testing fuses, interior lighting design, home lighting, and the incandescent lamp. (LRA).

ED 189 438 CE 026 097

Electrical Experiments. VT-214-12-1. Part I. Electric Motor Control.
Connecticut State Dept. of Education, Hartford. Div. of Vocational Education
Pub Date—77
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)
EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Electrical Occupations, *Electric Motors, *Vocational Education, Electrical Systems, Electricity, Learning Activities, Secondary Education

Designed for high school electronics students, this first document in a series of six electrical learning activity packages focuses on electric motor control. An introductory section gives the objective for the activities, an introduction, and an outline of the content. The remainder of the activity book is comprised of information sheets and job sheets on topics such as (1) magnetic full voltage starters for direct current motors up to two horsepower, (2) manually reduced voltage starting for direct current motors, (3) installing a four-point starter with speed control, and (4) wiring dynamic braking circuits. Each job sheet follows a typical format that includes the objective, materials, explanation, procedure, and evaluation questions. (LRA).

ED 189 439 CE 026 098

Electrical Experiments. VT-214-12-2. Part II. A-C Across the Line Control.
Connecticut State Dept. of Education, Hartford. Div. of Vocational Education
Pub Date—77
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)
EDRS Price—MF01/PC03 Plus Postage
Descriptors—*Electrical Occupations, *Electrical Systems, *Electric Motors, *Vocational Education, Electricity, Learning Activities, Secondary Education

Designed for high school electronics students, this second document in a series of six electrical learning activity packages focuses on alternating current across-the-line control. An introductory section gives the objective for the activities, an introduction, and an outline of the content. The remainder of the activity book is comprised of information sheets and job sheets on topics such as (1) electric motor control fundamentals, (2) low-voltage control circuits, (3) reversing magnetic controllers, and (4) three-phase plugging with lockout protection. Each job sheet follows a typical format that includes the objective, materials, explanation, procedure, and evaluation questions. (LRA).

ED 189 440 CE 026 099

Electrical Experiments. VT-214-12-3. Part III. Basic Electronics.
Connecticut State Dept. of Education, Hartford. Div. of Vocational Education
Pub Date—77
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)
EDRS Price—MF01/PC04 Plus Postage
Descriptors—*Electrical Occupations, *Electric Circuits, *Electronics, *Vocational Education, Electrical Systems, Electric Batteries, Learning Activities, Secondary Education, Translators

Designed for high school electronics students, this third document in a series of six electrical learning activity packages focuses on basic electronics. An introductory section gives the objective for the activities, an introduction, and an outline of the content. The remainder of the activity book is comprised of information sheets and job sheets on topics such as (1) the electron tube, (2) the triode tube, (3) use of a "B" battery, (4) transformers, and (5) solid state. Each job sheet follows a typical format that includes the objective, materials, explanation, procedure, and evaluation questions. (LRA).

ED 189 441 CE 026 100

Electrical Experiments. VT-214-12-4. Part IV. A-C Reduced Voltage Controls.
Connecticut State Dept. of Education, Hartford. Div. of Vocational Education
Pub Date—77
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)
EDRS Price—MF01/PC03 Plus Postage
Descriptors—*Electrical Occupations, *Vocational Education, Electrical Systems, Electricity, Learning Activities, Secondary Education
Identifiers—Alternating Current, Voltage Controls

Designed for high school electronics students, this fourth document in a series of six electrical learning activity packages focuses on alternating current-reduced voltage controls. An introductory section gives the objective for the activities, an introduction, and an outline of the content. The remainder of the guidebook is comprised of information sheets and job sheets on topics such as (1) part-winding starting and (2) autotransformer starting. Each job sheet follows a typical format that includes the objective, materials, explanation, procedure, and evaluation questions. (LRA).

ED 189 442 CE 026 101

Electrical Experiments. VT-214-12-5. Part V. Transformers.
Connecticut State Dept. of Education, Hartford. Div. of Vocational Education
Pub Date—77
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)
EDRS Price—MF01/PC03 Plus Postage
Descriptors—*Electrical Occupations, *Electricity, *Vocational Education, Electrical Systems, Learning Activities, Secondary Education
Identifiers—Transformers

Designed for high school electronics students, this fifth document in a series of six electrical learning activity packages focuses on transformers. An introductory section gives the objective for the activities, an introduction, and an outline of the content. The remainder of the activity book is comprised of information sheets and job sheets on topics such as (1) polarity of transformers and (2) three-phase connections. Each job sheet follows a typical format that includes the objective, materials, explanation, procedure, and evaluation questions. (LRA).

ED 189 443 CE 026 102

Electrical Experiments. VT-214-12-6. Part VI. Poly-Phase Alternators.

Connecticut State Dept. of Education, Hartford. Div. of Vocational Education
Pub Date—77
Pub Type—Guides/Methods/Techniques—Classroom

Use—Instructional Materials (051)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Electrical Occupations, *Electricity, *Vocational Education, Electrical Systems, Learning Activities, Secondary Education

Identifiers—Alternators

Designed for high school electronics students, this sixth document in a series of six electrical learning activity packages focuses on phase alternators. An introductory section gives the objective for the activities, an introduction, and an outline of the content. The remainder of the guidebook is comprised of information sheets and job sheets on topics such as (1) poly-phase alternators, (2) operation and paralleling of alternators, and (3) synchronous motors. Each job sheet follows a typical format that includes the objective, materials, explanation, procedure, and evaluation questions. (LRA).

ED 189 451 CE 026 118

Artel, Linda Wheat, Valerie

Women and Work—New Options. A Guide to Nonprint Media.

Women's Educational Equity Communications Network, San Francisco, Calif

Spons Agency—Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program

Pub Date—79

Contract—300-77-0535

Note—86p.; Photographs in this document will not reproduce well

Pub Type—Reference Materials—Bibliographies (131). Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—*Career Education, *Females, *Nontraditional Occupations, *Sex Role, * Annotated Bibliographies, Citations References, Filmographies, Films, Occupational Information, Sex Stereotypes

The purpose of this guide is to gather together in one volume information about nonprint media dealing with new career options for women. The 112 films, filmstrips, videotapes and cassettes, slides, photograph sets and games included in the guide are listed in alphabetical order by title. For each entry the following information is provided: title, format, running time, color or black and white, year made, recommended age level, rental price, and sale price. In addition, a brief abstract of each entry is included. Appended materials include a list of university media centers cited, a list of selected resources, and a subject index. (LRA).

ED 189 454 CE 026 142

Gowen, Doris

Special Needs in Business. Learn the Basics.

Pittsburg State Univ. Kans

Pub Date—79

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC11 Plus Postage

Descriptors—*Career Planning, *Daily Living Skills, *Employment Potential, *Job Skills, *Learning Disabilities, *Vocational Education, Aspiration, Behavioral Objectives, Behavior Change, Curriculum Guides, Employment Interviews, Goal Orientation, Hygiene, Interpersonal Competence, Job Application, Learning Activities, Money Management, Nutrition, Practical Arts, Recordkeeping, Secondary Education, Self Concept, Telephone Usage Instruction, Travel Training, Vocational Interests, Work Attitudes

This curriculum guide is designed to aid in teaching a course covering business-related information, skills, and attitudes. Intended for vocational students with special needs, the ten units of instruction are written at elementary reading level. Components of the units are statement of objectives, outline of teacher and student activities, information sheets, transparency masters, assignment sheets, unit check-up, answers to check-up, and progress sheets on which work is marked as satisfactory or incomplete. Units include Planning for Future Work, Collecting Personal Information, Human Relations, Getting Ready for Payday, Record Keeping, Telephone Techniques, Filing and Reference Material, The Use of Money, Job-Related Activities, and Personal Development. (YLB).

ED 190 766 CE 025 911

Rasor, Leslie Brooks, Valerie

Industrial Orientation.

Lane Community Coll. Eugene, Oreg

Spons Agency—Oregon State Dept. of Education, Salem. Div. of Community Colleges and Vocational Education

Pub Date—80

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC06 Plus Postage

Descriptors—*Building Trades, *Construction Process, *Drafting, *Industry, *Technology, *Trade and Industrial Education, Auto Mechanics, Blueprints, Careers, Electronics, Equipment Utilization, Instructional Materials, Job Skills, Machine Tools, Occupational Information, Orientation Materials, Postsecondary Education, Remedial Programs, Transitional Classes, Two Year Colleges, Welding, Woodworking

These eight modules for an industrial orientation class were developed by a project to design an interdisciplinary program of basic skills training for disadvantaged students in a Construction Technology Program (see Note). The Drafting module overviews drafting career opportunities, job markets, salaries, educational requirements, and basic drafting skills. The Mechanics module covers mechanics' terminology, tools, work environments, and basic automobile maintenance procedures. In the Construction module the basic concepts, terminology, tools, materials, and methods used in wood frame construction are introduced. The Machine Shop module covers working with machine tools. The Welding module concerns safety, fundamental principles, equipment, and procedures. Topics in the Industrial Environments module include characteristics, tests and resources, women and work, sex stereotype information quiz, apprenticeship, discriminatory interview questions, and cognitive mapping. The Blueprint Reading module covers building and cartographic blueprints and symbolic language and terminology of blueprints. The Woodshop module covers equipment use, terminology, story rod, and using blueprints to build a woodshop project. Electrical concepts and terminology are introduced in the Electronics module which also provides practice using electronic components and equipment, making simple electrical repairs, making a circuit tester, and doing household wiring. (Related jobs are listed on the first page of each module. Hands-on projects are included in most modules.) (YLB).

ED 190 768 CE 026 017

Halmes, Ellen Truitt, Debbie

Vocational Home Economics Education. Custom Sewing.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center

Spons Agency—Oklahoma State Board of Vocational and Technical Education, Stillwater. Div. of Vocational Home Economics Education.

Pub Date—80

Available from—Curriculum and Instructional Materials Center, Oklahoma State Department of Vocational and Technical Education, 1515 West 6th Ave. Stillwater, OK 74074 ($10.00, Teacher Manual; $5.00, Student Manual)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF02 Plus Postage. PC Not Available from EDRS

Descriptors—*Clothing Instruction, *Fashion Industry, *Needle Trades, *Occupational Home Economics, *Sewing Instruction, *Textiles Instruction, Behavioral Objectives, High Schools, Human Relations, Job Search Methods, Learning Activities, Secondary Education, Tests, Vocational Education

This curriculum guide for those who desire to make a full- or part-time career of custom sewing is designed with the domestic sewing machine in mind for the independent worker or small business. Intended for grades 11-12 consumer and homemaking students with two years of previous vocational home economics or students enrolled in occupational clothing production and management classes, the materials are developed for use in a twelve-to-eighteen-week, in-depth course or in an occupational clothing production and management class. The guide contains six instructional units: Fabrics and Textiles, Body Measurement and Altering Flat Patterns, Construction Techniques, Home Products, Alteration of Ready-Made Clothing, and Business Principles in Custom Sewing. The format includes some or all of eight basic components: performance objectives, suggested activities for teacher, information sheets, assignment sheets, job sheets, transparency masters, tests, and answers to tests and assignment sheets. (YLB).

ED 190 771 CE 026 061

Fife, Sharan G. And Others

Integrating Aging into the Home Economics Curriculum.

Florida State Univ. Tallahassee. School of Home Economics

Spons Agency—Florida State Dept. of Education. Tallahassee. Div. of Vocational Education

Pub Date—80

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC08 Plus Postage

Descriptors—*Aging Individuals, *Clothing, *Consumer Education, *Home Economics, * *Housing, *Nutrition, Age, Autoinstructional Aids, Behavioral Objectives, Fused Curriculum, Gerontology, Individual Development, Integrated Curriculum, Learning Activities, Older Adults, Secondary Education, Teacher Education, Vocational Education

This publication provides the high school home economics teacher with (1) self-instructional materials with accurate information and concepts about aging and (2) a curriculum to assist in teaching aging in the home economics classroom. The purpose of the self-instructional materials is to allow the teacher to demonstrate knowledge of introductory background information on aging, describe three methods of implementing aging into the curriculum in five home economics subject-matter areas, and utilize their knowledge in these areas. Materials are divided into these five subject-matter sections: human development, housing, nutrition, clothing, and consumer problems. Each section contains a discussion on integrating this area into the classroom, subject-matter content, and a learning activity. An appendix contains learning activity answer keys. The curriculum is also divided into the five subject-matter areas. Each unit (on one subject area) contains a conceptual structure, generalization, objectives, competencies, list of resources, and learning experiences (activity sheets) with teacher suggestions. (YLB).

ED 190 772 CE 026 080

Clayton, Dean

Arkansas' Office Procedures Curriculum Guide.

Arkansas State Dept. of Education, Little Rock. Div. of Vocational, Technical and Adult Education. Arkansas Univ. Fayetteville. Dept. of Vocational Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—80

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC09 Plus Postage

Descriptors—*Business Communication, *Business English, *Mathematics, *Money Management, *Office Occupations Education, *Office Practice, Behavioral Objectives, Business Correspondence, Career Choice, Careers, Cooperative Education, Data Processing, Human Relations, Job Application, Laboratories, Learning Activities, Legal Education, Lesson Plans, Payroll Records, Rotation Plans, Secondary Education, Simulation, Spelling, State Curriculum Guides, Work Experience

This curriculum guide provides teachers of office procedures classes with unit lesson plans and information about resource materials that can be examined, selected, and integrated into the instructional program. Contents are mainly established for the following two types of secondary-level programs: cooperative office education and intensive office laboratory. A battery plan (group instruction) contains these ten units of instruction: business communications, careers, developmental skills, human relations, introduction to data processing, job preparation and application, legal aspects, mail handling and shipping, money management, and payroll. A unit cover sheet provides description of content, unit objective, special instructions, and suggested time. Each one-page lesson plan, representing one day's instruction for one period, follows this format: aids/supplies needed, instructional objectives, learner activities, teacher activities, and assignments. Optional activities and selected resources are also provided. Following a list of minimum equipment requirements, two types of rotation plans—group and individualized—are provided. Other materials included in this guide are selected sample flow-of-work office simulations, enrichment of simulation, selected optional activities, Resources Directory, and sample student profile and lesson plan. (YLB).

ED 190 789 CE 026 207

Chacon, Louis, Jr. And Others

Arizona Bilingual Business and Office Education. Book 1—Bilingual Business Grammar.

Arizona State Dept. of Education, Phoenix. Arizona Univ. Tucson. Dept. of Business and Career Education

Pub Date—78

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC14 Plus Postage

Descriptors—*Business Education, *Grammar, *Office Occupations Education, *Spanish, *Spanish Speaking, *Vocabulary Development, Bilingual Students, Individualized Instruction, Instructional Materials, Learning Activities, Secondary Education, Second Language Instruction, Tests

This book is the first in a set of four occupational and business education curriculum guides which were developed for Spanish speaking students with limited English speaking backgrounds and also for foreign language students who desire to reinforce their Spanish language skills. The guides are structured so that the teacher can provide service to students of each category within the same classroom environment. Volume 1 contains a review of basic Spanish grammar which stresses a strong business vocabulary. Some of the topics covered by the twenty-four units include: the Spanish alphabet; division of words into syllables; capitalization and punctuation; greetings and farewells; names and surnames; definite and indefinite articles; telling time, dates, and cardinal numbers; regular and irregular verbs; direct and indirect objects; grammar terminology; personal pronouns; demonstratives; descriptive and possesive adjectives; affirmative and negative contrasts; comparisons and superlatives; and formal commands. In all four guides, the vocabulary is listed on a table for easy reference and should be reviewed prior to working through a unit. Tests and answer keys are also included. (BM).

ED 190 790 CE 026 208

Chacon, Louis, Jr. And Others

Arizona Bilingual Business and Office Education. Book II—Bilingual Business Practice.

Arizona State Dept. of Education, Phoenix. Arizona Univ. Tucson. Dept. of Business and Career Education

Pub Date—78

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC14 Plus Postage

Descriptors—*Business Communication, *Business Education, *Money Management, *Office Occupations Education, *Spanish, *Spanish Speaking, Bilingual Students, Budgeting, Individualized Instruction, Recordkeeping, Recreation, Secondary Education, Second Language Instruction, Tests, Transportation, Travel, Vocabulary Development

This book is the second in a set of four occupational and business education curriculum guides which were developed for Spanish speaking students with limited English speaking backgrounds and also for foreign language students who desire to reinforce their Spanish language skills. The guides are structured so that the teacher can provide service to students of each category within the same classroom environment. Volume 2 is designed to give general information to second-year-level students in high school. The eighteen units included are grouped under seven instructional areas: communications (telephone, mail), travel and transportation, entertainment, and miscellaneous (personal-use information—securing a social security number, a driver's license, recordkeeping, budgeting, etc.). In all four guides, the vocabulary is listed on a table for easy reference and should be reviewed prior to working through a unit. Tests and answer keys are also included. (BM).

ED 190 791 CE 026 209

Chacon, Louis, Jr. And Others

Arizona Bilingual and Office Education. Book III—Bilingual Business Practice.

Arizona State Dept. of Education, Phoenix. Arizona Univ. Tucson. Dept. of Business and Career Education

Pub Date—78

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC14 Plus Postage

Descriptors—*Business Communication, *Business Education, *Office Occupations Education, *Retailing, *Spanish, *Spanish Speaking, Bilingual Students, Credit Finance, Employment Opportunities, Individualized Instruction, Insurance, Recordkeeping, Secondary Education, Second Language Instruction, Tests, Vocabulary Development

This book is the third in a set of four occupational and business education curriculum guides which were developed for spanish speaking students with limited English speaking backgrounds and also for foreign language students who desire to reinforce their Spanish language skills. The guides are structured so that the teacher can provide service to students of each category within the same classroom environment. Volume 3 covers the specifics of several business practices which were quickly introduced in the second book. The fourteen units included are grouped under the following instructional areas: written communications, retailing, insurance, credit, employment, and miscellaneous (recordkeeping tasks). In all four guides, the vocabulary is listed on a table for easy reference and should be reviewed prior to working through a unit. Tests and answer keys are also included. (BM).

ED 190 792 CE 026 210

Chacon, Louis, Jr. And Others

Arizona Bilingual Business and Office Education. Book IV—Bilingual Business Careers.

Arizona State Dept. of Education, Phoenix. Arizona Univ. Tucson. Dept. of Business and Career Education

Pub Date—78

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC14 Plus Postage

Descriptors—*Business Education, *Employment Qualifications, *Occupational Information, *Office Occupations Education, *Spanish, *Spanish Speaking, Bilingual Students, Clerical Workers, Employment Opportunities, Individualized Instruction, Office Occupations, Secondary Education, Second Language Instruction, Service Occupations, Vocabulary Development

This book is the fourth in a set of four occupational and business education curriculum guides which were developed for Spanish speaking students with limited English speaking backgrounds and also for foreign language students who desire to reinforce their Spanish language skills. The guides are structured so that the teacher can provide service to students of each category within the same classroom environment. Volume four explains the duties and responsibilities for employment in several entry-level business positions. The 12 units included cover the following employment areas: receptionist; clerical workers; and service clerks. In all four guides, the vocabulary is listed on a table for easy reference and should be reviewed prior to working through a unit. Tests and answer keys are also included. (BM).

ED 190 809 CE 026 294

Electrical Mechanical Maintenance. Instructor's Guide.

Santa Clara County Superintendent of Schools, San Jose, Calif

Pub Date—79

Contract—43-10439-3-8-833

Note—112p. ; Produced under Project EXCITE (Experienced Information Training and Employment)

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Curriculum Development, *Electricity, *Electromechanical Technology, *Trade and Industrial Education, Community Colleges, Course Objectives, Curriculum Guides, Electrical Occupations, Individualized Instruction, Postsecondary Education

This instructor's guide describes the development of a sixteen-week postsecondary course in electrical mechanical maintenance. Following introductory sections that provide background information and a course summary, the third section describes the instructional model used in the course. Section 4 presents an overview of instructional media used in the course. The fifth section lists unit objectives and instructional materials for nine electrical units and six mechanical units. Electrical units include direct current theory, alternating current circuits, motors, power supplies, equipment and controls, 3-phase application, lighting and distribution, electrical safety, and preventative maintenance. Mechanical units include basic mechanics, bearing, lubrication, drive components, pumps, and mechanical safety. Section 6 is included to describe the field laboratory component and suggest projects. A final section gives the task analysis rankings by employers in the electromechanical industry and the survey tasks in maintenance curriculum skill areas. (LRA).

ED 190 812 CE 026 318

Luft, Vernon D. Backlund, Paul

Leadership Development. Unit A-2.

North Dakota State Board for Vocational Education, Bismarck. North Dakota State Univ. Fargo. Dept. of Agricultural Education

Pub Date—80

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC05 Plus Postage

Descriptors—*Agricultural Education, *Agricultural Occupations, *Career Education, *Leadership, *Vocational Education, Agribusiness, Agriculture, Curriculum Guides, Instructional Materials, Leadership Training, Learning Activities, Secondary Education, Units of Study

Identifiers—Future Farmers of America

This secondary curriculum guide is comprised of thirteen jobs (units of instruction) that focus on the area of leadership development. An introductory section lists the jobs included in the guide, intended use, unit objectives, and references. Among the jobs included are (1) Examining the History of the Future Farmers of America (FFA); (2) Understanding the FFA Creed; (3) Examining the Traditions and Principles of the FFA; (4) Determining Types of Supervised Occupational Experience Programs; (5) Participating in Chapter Meetings and Activities; (6) Using Parliamentary Procedure; (7) Presiding Over Meetings, Banquets, Committees, and Other Functions; and (8) Preparing and Delivering Speeches and Demonstrations. Each job is comprised of the following parts: objectives, guide questions, references, interest approach, key facts, student learning activities, and transparency masters. (LRA).

ED 190 813 CE 026 319

Luft, Vernon D. Backlund, Paul

Introduction to Vocational Agriculture/Agribusiness. Unit A-1.

North Dakota State Board for Vocational Education, Bismarck. North Dakota State Univ. Fargo. Dept. of Agricultural Education

Pub Date—80

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Agricultural Education, *Agricultural Occupations, *Career Education, *Vocational Education, Agribusiness, Agriculture, Curriculum Guides, Instructional Materials, Learning Activities, Secondary Education, Units of Study

This secondary curriculum guide is comprised of three jobs (units of instruction) designed to introduce students to vocational agriculture. An introductory section lists the jobs included in the guide, intended use, unit objectives, and references. Jobs included are (1) Recognizing the Importance of Agriculture, (2) Understanding the Vocational Agriculture Program, and (3) Exploring Careers in Agriculture. Each job unit is comprised of the following parts: objectives, guide questions, references, interest approach, key facts, student learning activities, and transparency masters. (LRA).

ED 190 814 CE 026 320
Luft, Vernon D. Backlund, Paul
Introduction to Agribusiness. Unit A-6.
North Dakota State Board for Vocational Education, Bismarck. North Dakota State Univ. Fargo. Dept. of Agricultural Education
Pub Date—80
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Agribusiness, *Agricultural Education, *Agricultural Occupations, *Career Education, *Vocational Education, Agriculture, Curriculum Guides, Instructional Materials, Learning Activities, Secondary Education, Units of Study

This secondary curriculum guides is comprised of two jobs (units of instruction) designed to introduce students to Agribusiness. An introductory section lists the jobs included in the guide, intended use, unit objectives, and references. Jobs included are (1) Understanding the Importance of Agribusiness and (2) Defining Types of Business Organizations. Each job unit is comprised of the following parts: objectives, guide questions, references, interest approach, key facts, student learning activities, and transparency masters. (LRA).

ED 190 815 CE 026 321
Promoting Sex Equity in the Classroom. Module 1, An Introduction. Revised, 1980.
Iowa State Univ. of Science and Technology, Ames. Dept. of Home Economics Education
Spons Agency—Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education
Pub Date—80
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC01 Plus Postage
Descriptors—*Equal Education, *Sex Bias, *Sex Fairness, *Sex Stereotypes, *Textbook Evaluation, *Vocational Education, Civil Rights, Guidelines, Nonprint Media, Postsecondary Education, Secondary Education, Teaching Methods

Serving as an introduction, this module is the first in a series of twelve modules designed to provide guidelines for evaluating recource materials and compiling creative strategies to promote sex equity in vocational technical education classrooms and in out-of-school learning experiences. This introductory module explains what a teacher can do to promote sex equity, how the sex equity guidelines can be used, how strategies designed to promote sex equity can enhance instruction, and how the sex equity materials are intended to be used. (LRA).

ED 190 816 CE 026 322
Promoting Sex Equity in the Classroom. Module 2, Sex Equity Guidelines. Revised, 1980.
Iowa State Univ. of Science and Technology, Ames. Dept. of Home Economics Education
Spons Agency—Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education
Pub Date—80
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC01 Plus Postage
Descriptors—*Content Analysis, *Sex Bias, *Sex Fairness, *Sex Stereotypes, *Textbook Evaluation, *Vocational Education, Art, Civil Rights, Equal Education, Guidelines, Language, Nonprint Media, Postsecondary Education, Secondary Education

This second in a series of twelve modules presents sex equity guidelines for use in evaluating vocational and technical education print and non-print instructional media. The guidelines are separated into three categories: art, language, and content. The specific guidelines included within each category are illustrated using examples from various vocational education disciplines. A companion sex equity guidelines check sheet is designed to facilitate media evaluation. (LRA).

ED 190 817 CE 026 323
Promoting Sex Equity in the Classroom. Module 3, Strategies—Art. Revised, 1980.
Iowa State Univ. of Science and Technology, Ames. Dept. of Home Economics Education
Spons Agency—Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education
Pub Date—80
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC01 Plus Postage
Descriptors—*Art, *Sex Bias, *Sex Fairness, *Teaching Methods, *Vocational Education, Equal Education, Guidelines, Lesson Plans, Postsecondary Education, Program Implementation, Secondary Education, Sex Stereotypes

This third in a series of twelve modules presents strategies to promote sex equity in art. The first of five sections provides suggestions for teacher organization/management with or without student interaction. These strategies include aids to facilitate lesson preparation and program implementation. The following four sections present strategies that can be used with one of four teaching techniques: (1) discussion, (2) audio/visual, (3) presentation and practice, and (4) experiences outside the classroom. (LRA).

ED 190 818 CE 026 324
Promoting Sex Equity in the Classroom. Module 4, Strategies—Language. Revised, 1980.
Iowa State Univ. of Science and Technology, Ames. Dept. of Home Economics Education
Spons Agency—Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education
Pub Date—80
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Language, *Sex Bias, *Sex Fairness, *Teaching Methods, *Vocational Education, Equal Education, Guidelines, Lesson Plans, Postsecondary Education, Program Implementation, Secondary Education, Sex Stereotypes

This fourth in a series of twelve modules presents strategies to promote sex equity in language. The first of five sections provides suggestions for teacher organization/management with or without student interaction. These strategies include aids to facilitate lesson preparation and program implementation. The following four sections present strategies that can be used with one of four teaching techniques: (1) discussion, (2) audio/visual, (3) presentation and practice, and (4) experiences outside the classroom. (LRA).

ED 190 819 CE 026 325
Promoting Sex Equity in the Classroom. Module 5, Strategies—Content. Revised, 1980.
Iowa State Univ. of Science and Technology, Ames. Dept. of Home Economics Education
Spons Agency—Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education
Pub Date—80
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Content Analysis, *Sex Bias, *Sex Fairness, *Teaching Methods, *Vocational Education, Equal Education, Guidelines, Lesson Plans, Postsecondary Education, Program Implementation, Secondary Education, Sex Stereotypes

This fifth in a series of twelve modules presents strategies to promote sex equity in content. The first of five sections provides suggestions for teacher organization/management with or without student interaction. These strategies include aids to facilitate lesson preparation and program implementation. The following four sections present strategies that can be used with one of four teaching techniques: (1) discussion, (2) audio/visual, (3) presentation and practice, and (4) experiences outside the classroom. (LRA).

ED 190 820 CE 026 326
Promoting Sex Equity in the Classroom. Module 6, Agriculture. Revised, 1980.

Iowa State Univ. of Science and Technology, Ames. Dept. of Home Economics Education
Spons Agency—Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education
Pub Date—80
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC01 Plus Postage
Descriptors—*Agricultural Education, *Sex Bias, *Sex Fairness, *Teaching Methods, *Vocational Education, Art, Equal Education, Guidelines, Language, Lesson Plans, Nonprint Media, Postsecondary Education, Secondary Education, Sex Stereotypes, Textbook Content

Designed to be used with modules 1 through 5, this sixth in a series of twelve modules presents sex equity teaching strategies unique to the agriculture classroom. Strategies are grouped by sex equity guideline categories: art, language, and content. In addition to specific strategies, instructional suggestions based on common strategies are adapted in an example lesson plan for both a secondary and postsecondary class. The module concludes with a sample media evalution. (LRA).

ED 190 821 CE 026 327
Promoting Sex Equity in the Classroom. Module 7, Distributive Education. Revised, 1980.
Iowa State Univ. of Science and Technology, Ames. Dept. of Home Economics Education
Spons Agency—Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education
Pub Date—80
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC01 Plus Postage
Descriptors—*Allied Health Occupations Education, *Sex Bias, *Sex Fairness, *Teaching Methods, *Vocational Education, Art, Equal Education, Guidelines, Language, Lesson Plans, Nonprint Media, Postsecondary Education, Secondary Education, Sex Stereotypes, Textbook Content

Designed to be used with modules 1 through 5, this seventh in a series of twelve modules presents sex equity teaching strategies unique to the distributive education classroom. Strategies are grouped by sex equity guideline categories: art, language, and content. In addition to specific strategies, instructional suggestions based on common strategies are adapted in an example lesson plan for both a secondary and postsecondary class. The module concludes with a sample media evaluation. (LRA).

ED 190 822 CE 026 328
Promoting Sex Equity in the Classroom. Module 8, Health Occupations Education. Revised, 1980.
Iowa State Univ. of Science and Technology, Ames. Dept. of Home Economics Education
Spons Agency—Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education
Pub Date—80
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC01 Plus Postage
Descriptors—*Allied Health Occupations Education, *Sex Bias, *Sex Fairness, *Teaching Methods, *Vocational Education, Art, Equal Education, Guidelines, Language, Lesson Plans, Nonprint Media, Postsecondary Education, Secondary Education, Sex Stereotypes, Textbook Content

Designed to be used with modules 1 through 5, this eighth in a series of twelve modules presents sex equity teaching strategies unique to the health occupations education classroom. Strategies are grouped by sex equity guideline categories: art, language, and content. In addition to specific strategies, instructional suggestions based on common strategies are adapted in an example lesson plan for both a secondary and postsecondary class. The module concludes with a sample media evaluation. (LRA).

ED 190 823 CE 026 329
Promoting Sex Equity in the Classroom. Module 9, Home Economics. Revised, 1980.
Iowa State Univ. of Science and Technology, Ames. Dept. of Home Economics Education
Spons Agency—Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education
Pub Date—80
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Home Economics, *Sex Bias, *Sex Fairness, *Teaching Methods, *Vocational Education, Art, Equal Education, Guidelines, Language, Lesson Plans, Nonprint Media, Postsecondary Education, Secondary Education, Sex Stereotypes, Textbook Content

Designed to be used with modules 1 through 5, this ninth in a series of twelve modules presents sex equity teaching strategies unique to the home economics classroom. Strategies are grouped by sex equity guideline categories: art, language, and content. In addition to specific strategies, instructional suggestions based on common strategies are adapted in an example lesson plan for both a secondary and postsecondary class. The module concludes with a sample media evaluation. (LRA).

ED 190 824 CE 026 330
Promoting Sex Equity in the Classroom. Module 10, Office Occupations. Revised, 1980.
Iowa State Univ. of Science and Technology, Ames. Dept. of Home Economics Education
Spons Agency—Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education
Pub Date—80
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC01 Plus Postage
Descriptors—*Office Occupations Education, *Sex Bias, *Sex Fairness, *Teaching Methods, *Vocational Education, Art, Equal Education, Guidelines, Language, Lesson Plans, Nonprint Media, Postsecondary Education, Secondary Education, Sex Stereotypes, Textbook Content

Designed to be used with modules 1 through 5, this tenth in a series of twelve modules presents sex equity teaching strategies unique to the office occupations classroom. Strategies are grouped by sex equity guideline categories: art, language, and content. In addition to specific strategies, instructional suggestions based on common strategies are adapted in an example lesson plan for both a secondary and postsecondary class. The module concludes with a sample media evaluation. (LRA).

ED 190 825 CE 026 331
Promoting Sex Equity in the Classroom. Module 11, Technical Education. Revised, 1980.
Iowa State Univ. of Science and Technology, Ames. Dept. of Home Economics Education
Spons Agency—Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education
Pub Date—80
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC01 Plus Postage
Descriptors—*Industrial Arts, *Sex Bias, *Sex Fairness, *Teaching Methods, *Vocational Education, Art, Equal Education, Guidelines, Language, Lesson Plans, Nonprint Media, Postsecondary Education, Secondary Education, Sex Stereotypes, Textbook Content

Designed to be used with modules 1 through 5, this eleventh in a series of twelve modules presents sex equity teaching strategies unique to the technical education classroom. Strategies are grouped by sex equity guideline categories: art, language, and content. In addition to specific strategies, instructional suggestions based on common strategies are adapted in an example lesson plan for both a secondary and postsecondary class. The module concludes with a sample media evaluation. (LRA).

ED 190 826 CE 026 332

Promoting Sex Equity in the Classroom. Module 12, Trade and Industrial Education. Revised, 1980.

Iowa State Univ. of Science and Technology, Ames. Dept. of Home Economics Education

Spons Agency—Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education

Pub Date—80

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Sex Bias, *Sex Fairness, *Teaching Methods, *Trade and Industrial Education, *Vocational Education, Art, Equal Education, Guidelines, Language, Lesson Plans, Nonprint Media, Postsecondary Education, Secondary Education, Sex Stereotypes, Textbook Content

Designed to be used with modules 1 through 5, this twelfth in a series of twelve modules presents sex equity teaching strategies unique to the trade and industrial education classroom. Strategies are grouped by sex equity guideline categories: art, language, and content. In addition to specific strategies, instructional suggestions based on common strategies are adapted in an example lesson plan for both a secondary and postsecondary class. The module concludes with a sample media evaluation. (LRA).

ED 190 827 CE 026 333

Nebraska Vocational Agribusiness Curriculum for City Schools. Production Agriculture. Natural Resources. A Curriculum Guide. 11th Grade.

Nebraska Univ. Lincoln. Dept. of Agricultural Education

Spons Agency—Nebraska State Dept. of Education, Lincoln. Div. of Vocational Education

Pub Date—80

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF06 Plus Postage. PC Not Available from EDRS

Descriptors—*Agricultural Education, *Agricultural Production, *Natural Resources. *Off Farm Agricultural Occupations, *Urban Schools, *Vocational Education, Agribusiness, Conservation Education, Curriculum Guides, Grade 11, Learning Activities, Secondary Education, Units of Study

Identifiers—Nebraska

Designed for use with high school juniors, this agribusiness curriculum for city schools contains thirty-two units of instruction in the areas of production agriculture and natural resources. Among the units included are (1) Livestock Selection, (2) Animal Digestion, (3) Livestock Diseases, (4) Soil Conservation Practices, (5) Fertilizers, (6) Soil Sampling, (7) Environmental Protection, and (8) Pesticides. Each instructional unit includes objectives, suggested activities, information sheets, assignment sheets, transparency masters, a test, and answers to the test. (LRA).

ED 190 828 CE 026 334

Nebraska Vocational Agribusiness Curriculum Guide for City Schools. Agricultural Processing. Companion Animals. A Curriculum Guide. 11th Grade.

Nebraska Univ. Lincoln. Dept. of Agricultural Education

Spons Agency—Nebraska State Dept. of Education, Lincoln. Div. of Vocational Education

Pub Date—80

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Agricultural Education, *Animal Caretakers, *Crop Processing Occupations, *Off Farm Agricultural Occupations, *Urban Schools, *Vocational Education, Agribusiness, Curriculum Guides, Learning Activities, Meat Packing Industry, Secondary Education, Units of Study

Identifiers—Nebraska

Designed for use with high school juniors, this agribusiness curriculum for city schools contains twenty-four units of instruction in the areas of agricultural processing and companion animals. Among the units included in the curriculum are (1) The Meat Processing Industry, (2) Retail Cuts of Meat, (3) Buying Meat and Portion Control, (4) Dairy Processing, (5) Companion Animal Physiology, (6) Companion Animal Nutrients, and (7) Diseases of Companion Animals. Each instructional unit includes objectives, suggested activities, information sheets, assignment sheets, job sheets, transparency masters, a test, and answers to the test. (LRA).

ED 190 829 CE 026 335

Nebraska Vocational Agribusiness Curriculum for City Schools. Career Opportunities in Agribusiness. Basic Skill in Agribusiness. A Curriculum Guide. 10th Grade.

Nebraska Univ. Lincoln. Dept. of Agricultural Education

Spons Agency—Nebraska State Dept. of Education, Lincoln. Div. of Vocational Education

Pub Date—80

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF04 Plus Postage. PC Not Available from EDRS

Descriptors—*Agribusiness, *Agricultural Education, *Career Exploration, *Careers. *Off Farm Agricultural Occupations, *Urban Schools, *Vocational Education, Career Education, Curriculum Guides, Grade 10, Learning Activities, Secondary Education, Units of Study

Identifiers—Nebraska

Designed for use with high school sophomores, this agribusiness curriculum for city schools contains thirty-one units of instruction in the areas of career opportunities in agribusiness and vocational agribusiness skills. Among the units included are (1) Career Selection, (2) Parliamentary Procedure and Public Speaking, (3) Career Opportunities in Horticulture, (4) Human Relations, (5) Animal Nutrients, (6) Companion Animal Grooming, and (7) Planting Media. Each instructional unit includes objectives, suggested activities, information sheets, assignment sheets, job sheets, transparency masters, a test, and answers to the test. (LRA).

ED 190 830 CE 026 336

Nebraska Vocational Agribusiness Curriculum for City Schools. Horticulture. Agricultural Mechanics. A Curriculum Guide. 11th Grade.

Nebraska Univ. Lincoln. Dept. of Agricultural Education

Spons Agency—Nebraska State Dept. of Education, Lincoln. Div. of Vocational Education

Pub Date—80

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF04 Plus Postage. PC Not Available from EDRS

Descriptors—*Agricultural Education, *Agricultural Engineering, *Horticulture, *Off Farm Agricultural Occupations, *Urban Schools, *Vocational Education, Agribusiness, Curriculum Guides, Grade 11, Learning Activities, Secondary Education, Units of Study

Identifiers—Nebraska

Designed for use with high school juniors, this agribusiness curriculum for city schools contains thirty-two units of instruction in the areas of horticulture and agricultural mechanics. Among the units included in the curriculum are (1) Planting Media, (2) Fertilizer, (3) Plant Classification, (4) Turf Grass Management, (5) Landscape Design, (6) Fundamentals of Electricity, (7) Engine Operation, (8) Position Welding, and (9) Plumbing. Each instructional unit includes objectives, suggested activities, information sheets, assignment sheets, job sheets, transparency masters, a test, and answers to the test. (LRA).

ED 190 834 CE 026 345

Snow, Rufus And Others

REACH. Refrigeration Units.

Georgia Univ. Athens. Div. of Vocational Education

Spons Agency—Georgia State Dept. of Education, Atlanta. Div. of Vocational Education. Office of Education (DHEW), Washington, D. C.

Pub Date—80

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC12 Plus Postage

Descriptors—*Electromechanical Technology, *Individualized Instruction, *Refrigeration, *Refrigeration Mechanics, *Trade and

Industrial Education, Electrical Occupations, Electricity, Instructional Materials, Learning Activities, Mechanical Skills, Postsecondary Education, Secondary Education, Units of Study

As a part of the REACH (Refrigeration, Electro-Mechanical, Air-Conditioning, Heating) electromechanical cluster, this student manual contains individualized instructional units in the area of refrigeration. The instructional units focus on refrigeration fundamentals, tubing and pipe, refrigerants, troubleshooting, window air conditioning, and refrigerators and freezers. Each unit follows a typical format that includes a unit sheet, information sheets, assignment sheets, and job sheets. The unit sheet is designed to guide the learner through each task and is comprised of two main sections. The first lists all information needed to identify the task and the sequence in which activities are performed. The second section identifies each activity. (Related teacher's guides are available separately as CE 026 352-355.) (LRA).

ED 190 835 CE 026 346

Stanfield, Carter And Others
REACH. Heating Units.
Georgia Univ. Athens. Div. of Vocational Education
Spons Agency—Georgia State Dept. of Education, Atlanta. Div. of Vocational Education. Office of Education (DHEW), Washington, D. C.
Pub Date—80
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)
EDRS Price—MF01/PC10 Plus Postage
Descriptors—*Electromechanical Technology, *Heating, *Individualized Instruction, *Trade and Industrial Education, Electrical Occupations, Electricity, Instructional Materials, Learning Activities, Mechanical Skills, Postsecondary Education, Units of Study

As a part of the REACH (Refrigeration, Electro-Mechanical, Air-Conditioning, Heating) electromechanical cluster, this student manual contains individualized units in the area of heating. The instructional units focus on electric heating systems, gas heating systems, and oil burning systems. Each unit follows a typical format that includes a unit sheet, information sheets, assignment sheets, and job sheets. The unit sheet is designed to guide the learner through each task and is comprised of two main sections. The first lists all information needed to identify the task and the sequence in which activities are performed. The second section identifies each activity. (Related teacher's guides are available as CE 026 352, CE 026 354-355.) (LRA).

ED 190 836 CE 026 347

Smith, Gene And Others
REACH. Electricity Units, Post-Secondary.
Georgia Univ. Athens. Div. of Vocational Education
Spons Agency—Georgia State Dept. of Education, Atlanta. Div. of Vocational Education. Office of Education (DHEW), Washington, D. C.
Pub Date—80
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)
EDRS Price—MF01/PC12 Plus Postage
Descriptors—*Electricians, *Electromechanical Technology, *Individualized Instruction, *Trade and Industrial Education, Electrical Occupations, Electricity, Instructional Materials, Learning Activities, Mechanical Skills, Postsecondary Education, Units of Study

As a part of the REACH (Refrigeration, Electro-Mechanical, Air-Conditioning, Heating) electromechanical cluster, this postsecondary student manual contains individualized instructional units in the area of electricity. The instructional units focus on electricity fundamentals, electric motors, electrical components, and controls and installation. Each unit follows a typical format that includes a unit sheet, information sheets, assignment sheets, and job sheets. The unit sheet is designed to guide the learner through each task and is comprised of two main sections. The first lists all information needed to identify the task and the sequence in which activities are performed. The second section identifies each activity. (Related teacher's guides are available as CE 026 352, CE 026 354-355.) (LRA).

ED 190 837 CE 026 348

Smith, Gene Sappe, Hoyt
REACH. Electricity Units. Secondary.
Georgia Univ. Athens. Div. of Vocational Education
Spons Agency—Georgia State Dept. of Education, Atlanta. Div. of Vocational Education. Office of Education (DHEW), Washington, D. C.
Pub Date—80
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)
EDRS Price—MF01/PC07 Plus Postage
Descriptors—*Electromechanical Technology, *Individualized Instruction, *Trade and Industrial Education, Electrical Occupations, Electricity, Instructional Materials, Learning Activities, Mechanical Skills, Secondary Education, Units of Study

As a part of the REACH (Refrigeration, Electro-Mechanical, Air-Conditioning, Heating) electromechanical cluster, this student manual contains individualized instructional units in the area of electricity. The instructional units focus on electricity fundamentals and electric motors. Each unit follows a typical format that includes a unit sheet, information sheets, assignment sheets, and job sheets. The unit sheet is designed to guide the learner through each task and is comprised of two main sections. The first lists all information needed to identify the task and the sequence in which activities are performed. The second section identifies each activity. (A related teacher's guide is available as CE 026 353.) (LRA).

ED 190 838 CE 026 349

Ansley, Jimmy Ennis, Mike
REACH. Residential Electrical Wiring Units.
Georgia Univ. Athens. Div. of Vocational Education
Spons Agency—Georgia State Dept. of Education, Atlanta. Div. of Vocational Education. Office of Education (DHEW), Washington, D. C.
Pub Date—80
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)
EDRS Price—MF01/PC04 Plus Postage
Descriptors—*Electrical Occupations, *Electricians, *Electromechanical Technology, *Individualized Instruction, *Trade and Industrial Education, Electricity, Instructional Materials, Learning Activities, Mechanical Skills, Postsecondary Education, Secondary Education, Units of Study

As a part of the REACH (Refrigeration, Electro-Mechanical, Air-Conditioning, Heating) electromechanical cluster, this student manual contains individualized instructional units in the area of residential electrical wiring. The instructional units focus on grounded outlets, service entrance, and blueprint reading. Each unit follows a typical format that includes a unit sheet, information sheets, assignment sheets, and job sheets. The unit sheet is designed to guide the learner through each task and is comprised of two main sections. The first lists all information needed to identify the task and the sequence in which activities are performed. The second section identifies each activity. (Related teacher's guides are available as CE 026 352-355.) (LRA).

ED 190 839 CE 026 350

English, Charles And Others
REACH. Major Appliance.
Georgia Univ. Athens. Div. of Vocational Education
Spons Agency—Georgia State Dept. of Education, Atlanta. Div. of Vocational Education. Office of Education (DHEW), Washington, D. C.
Pub Date—80
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)
EDRS Price—MF01/PC09 Plus Postage
Descriptors—*Appliance Repairing, *Electrical Appliances, *Electromechanical Technology, *Individualized Instruction, *Trade and Industrial Education, Appliance Repairers, Electrical Occupations, Electricity, Instructional Materials, Learning Activities, Mechanical Skills, Postsecondary Education, Repair, Secondary Education, Units of Study

As a part of the REACH (Refrigeration, Electro-Mechanical, Air-Conditioning, Heating) electromechanical cluster, this student manual contains individualized instructional units in the area of major appliances. The instructional units focus on installation of appliances, troubleshooting washing machines, troubleshooting electric dryers, troubleshooting automatic dishwashers, and troubleshooting electric ranges. Each unit follows a typical format that includes a unit sheet, information sheets, assignment sheets, and job sheets. The unit sheet is designed to guide the learner through each task and is comprised of two main sections. The first lists all information needed to identify the task and the sequence in which activities are performed. The second section identifies each activity. (Related teacher's guides are available separately as CE 026 352-355.) (LRA).

ED 190 840 CE 026 351

Garrison, Joe And Others
REACH. Air Conditioning Units.
Georgia Univ. Athens. Div. of Vocational Education
Spons Agency—Georgia State Dept. of Education, Atlanta. Div. of Vocational Education. Office of Education (DHEW), Washington, D. C.
Pub Date—80
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)
EDRS Price—MF01/PC09 Plus Postage
Descriptors—*Air Conditioning, *Electromechanical Technology, *Individualized Instruction, *Trade and Industrial Education, Air Conditioning Equipment, Electrical Occupations, Electricity, Instructional Materials, Learning Activities, Mechanical Skills, Postsecondary Education, Units of Study

As a part of the REACH (Refrigeration, Electro-Mechanical, Air-Conditioning, Heating) electromechanical cluster, this student manual contains individualized instructional units in the area of air conditioning. The instructional units focus on air conditioning fundamentals, window air conditioning, system and installation, troubleshooting and servicing, and heat pumps. Each unit follows a typical format that includes a unit sheet, information sheets, assignment sheets, and job sheets. The unit sheet is designed to guide the learner through each task and is comprised of two main sections. The first lists all information needed to identify the task and the sequence in which activities are performed. The second section identifies each activity. (Related teacher's guides are available as CE 026 352, CE 026 354-355.) (LRA).

ED 190 841 CE 026 352

Morris, James Lee And Others
REACH. Teacher's Guide, Volume I. Post-Secondary Program Management.
Georgia Univ. Athens. Div. of Vocational Education
Spons Agency—Georgia State Dept. of Education, Atlanta. Div. of Vocational Education. Office of Education (DHEW), Washington, D. C.
Pub Date—80
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC06 Plus Postage
Descriptors—*Electricity, *Electromechanical Technology, *Individualized Instruction, *Trade and Industrial Education, Air Conditioning, Curriculum Guides, Heating, Postsecondary Education, Refrigeration

Designed for use with individualized instruction units (CE 026 345-347, and CE 026 349-351) in the REACH (Refrigeration, Electro-Mechanical, Air-Conditioning, Heating) electromechanical cluster, this first volume of the postsecondary teacher's guide is devoted to the establishment of standard instructional procedures. Following an introductory section, sections provide information in the following areas: (1) use of materials, (2) program description, (3) articulation design, (4) occupational taxonomy, (5) task listing and unit titles, (6) progress report forms, (7) organizing the laboratory, (8) text book list, (9) managing the program, and (10) student evaluation. (LRA).

ED 190 842 CE 026 353

Morris, James Lee And Others
REACH. Teacher's Guide, Volume 1. Secondary Program Management.
Georgia Univ. Athens. Div. of Vocational Education
Spons Agency—Georgia State Dept. of Education, Atlanta. Div. of Vocational Education. Office of Education (DHEW), Washington, D. C.
Pub Date—80
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)
EDRS Price—MF01/PC05 Plus Postage
Descriptors—*Electricity, *Electromechanical Technology, *Individualized Instruction, *Trade and Industrial Education, Air Conditioning, Curriculum Guides, Heating, Refrigeration, Secondary Education

Designed for use with individualized instructional units (CE 026 345 and CE 026 348-350) in the REACH (Refrigeration, Electro-Mechanical, Air-Conditioning, Heating) electromechanical cluster, this secondary teacher's guide is devoted to the establishment of standard instructional procedures. Following an introductory section, sections provide information in the following areas: (1) use of materials, (2) program description, (3) articulation design, (4) occupational taxonomy, (5) task listing and unit titles, (6) progress report forms, (7) organizing the laboratory, (8) text book list, (9) managing the program, and (10) student evaluation. (LRA).

ED 190 843 CE 026 354

REACH. Teacher's Guide Volume II. Check Points.
Georgia Univ. Athens. Div. of Vocational Education
Spons Agency—Georgia State Dept. of Education, Atlanta. Div. of Vocational Education. Office of Education (DHEW), Washington, D. C.
Pub Date—80
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC08 Plus Postage
Descriptors—*Electricity, *Electromechanical Technology, *Individualized Instruction, *Student Evaluation, *Trade and Industrial Education, Air Conditioning, Answer Keys, Heating, Refrigeration, Teaching Guides, Units of Study

Designed for use with individualized instructional units (CE 026 345-347, CE 026 349-351) in the REACH (Refrigeration, Electro-Mechanical, Air-Conditioning, Heating) electromechanical cluster, this second volume of the postsecondary teacher guide contains the check points which the instructor may want to refer to when the unit sheet directs the student to receive an instructor check. Each check point sheet also contains a general comments section designed to suggest to the instructor different media, tools, and equipment which may be necessary to accomplish the objective. (LRA).

ED 190 844 CE 026 355

Morris, James Lee And Others
REACH. Teacher's Guide, Volume III. Task Analysis.
Georgia Univ. Athens. Div. of Vocational Education
Spons Agency—Georgia State Dept. of Education, Atlanta. Div. of Vocational Education. Office of Education (DHEW), Washington, D. C.
Pub Date—80
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC09 Plus Postage
Descriptors—*Electricity, *Electromechanical Technology, *Individualized Instruction, *Task Analysis, *Trade and Industrial Education, Air Conditioning, Curriculum Guides, Heating, Refrigeration

Designed for use with individualized instructional units (CE 026 345-347, CE 026 349-351) in the electromechanical cluster, this third volume of the postsecondary teacher's guide presents the task analysis which was used in the development of the REACH (Refrigeration, Electro-Mechanical, Air Conditioning, Heating) curriculum. The major blocks of both the secondary electro-mechanical and postsecondary refrigeration, heating, and air conditioning programs are broken down into major task areas. Each task analysis sheet follows a typical format that provides the following information: major block title, unit number, task, unit title, objectives, detailing and sequencing information, learning type, and type of learning activity. (LRA).

ED 190 863 CE 026 435

Scanlan, Thomas J. And Others
Entrepreneurship Education: Learning the Skills.
Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education
Pub Date—80
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC13 Plus Postage
Descriptors—*Decision Making, *Human Relations, *Innovation, *Management Development, *Skill Development, *Vocational Education, Business Education, Community Colleges, Curriculum Guides, Learning Activities, Postsecondary Education, Self Control, Units of Study
Identifiers—Entrepreneurs

Designed to emphasize entrepreneural skills in relation to management and industry, this first volume of the Entrepreneurship Education curriculum guide is comprised of nineteen sessions. The initial session is an orientation to the course and is followed by eighteen sessions divided into four instructional units: (1) inner control, (2) innovation, (3) decision making, and (4) human relations. Each unit begins with a general overview which serves as an introduction to the skills addressed in the unit. Each unit contains from four to six sessions related to six management skill areas: determining product and market, selecting a location, advertising and sales promotion, recordkeeping, obtaining initial capital, and employee and community relations. Each session follows a typical format that includes the following sections: why do this, materials, class activity, and a discussion guide for out-of-class activity. Materials such as transparencies, handouts, and out-of-class assignment sheets needed for the session are included at the end of each session. (A level 2 guide, which centers around student-planned projects, and a supplementary readings guide are also available—see Note.) (LRA).

ED 190 864 **CE 026 436**
Entrepreneurship Education: Applying the Skills.
Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education
Pub Date—80
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC08 Plus Postage
Descriptors—*Community Resources, *Marketing, *Recordkeeping, *Student Projects, * *Vocational Education, Business Education, Community Colleges, Curriculum Guides, Instructional Materials, Learning Activities, Postsecondary Education, Skill Development
Identifiers—Entrepreneurs

Designed for use with the level 1 curriculum guide (Entrepreneurship Education: Learning the Skills), this level 2 (volume 2) guide focuses on planning and completing student projects. The first of three major sections is designed to familiarize students with how projects are completed. The second section, Resources for Planning and Completing Projects, contains a number of aids to help students begin projects. Suggested project activities, issues for investigation, and pre-designed projects are included in the following areas: deciding on a product or market, selecting a location, obtaining initial capital, choosing a legal form of organization, recordkeeping, credit and collection, advertising and sales promotion, employee and community relations, and insurance. Developing and maintaining community resources is described in the final section. (Appended material includes a resource person introductory letter, resource person recruitment form, and a community resource person's guide.) (LRA).

ED 190 865 **CE 026 437**
Scanlan, Thomas J. And Others
Entrepreneurship Education: Supplementary Readings.
Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education
Pub Date—80
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Non-Classroom Use (055)
EDRS Price—MF01/PC09 Plus Postage
Descriptors—*Management Development, *Resource Materials, *Skill Development, *Vocational Education, Business Education, Community Colleges, Decision Making, Human Relations, Innovation, Planning, Postsecondary Education, Reference Materials, Self Control, Student Projects
Identifiers—Entrepreneurs

This third volume in the Entrepreneurship Education curriculum materials includes readings and suggested additional resources which complement the instructional strategies contained in the first two volumes. Three sections are included in the guide: critical incidents, readings in entrepreneurial skills, and management skill area resources. Critical incidents are two types: those related to business and non-business situations. The second section contains student readings in eight entrepreneurial skill areas: inner control, innovation, decision making, human relations, planning and goal setting, reality perception, risk taking, and using feedback. The third section contains resources for the management skill areas. (LRA).

ED 190 866 **CE 026 441**
Driver Education Curriculum Guide. Administrative Guide for Driver and Traffic Safety Education.
Ohio State Dept. of Education, Columbus. Div. of School Finance. Ohio State Univ. Columbus. National Center for Research in Vocational Education
Spons Agency—Governor's Highway Safety Program Office, Columbus, Ohio. National Highway Traffic Safety Administration (DOT), Washington, D. C.
Pub Date—79
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)
EDRS Price—MF01/PC04 Plus Postage
Descriptors—*Administrator Responsibility, *Administrator Role, *Driver Education. *Program Administration, *State Standards, *Traffic Safety, Administrator Guides, Curriculum Guides, Guides, Information Sources, Program Development, State Legislation, Vocational Education
Identifiers—Ohio

This guide is a practical and informative handbook designed to assist administrators in establishing effective driver and traffic safety education programs. It is concerned with the standards for driver and traffic safety education in Ohio and the organization, procedures, and guidelines for carrying out those responsibilities. Responsibilities involve scheduling, curriculum, vehicle loan/lease program, community support, evaluation, accident procedures, financial procedures, driver education certificates of completion, and licensing procedures. The guide also contains copies of the standards and other legislative stipulations for driver and traffic safety education. Appendixes include forms; listing of traffic safety education resources, divided into textbooks, traffic safety periodicals and newsletters, selected resources, materials and equipment, audiovisuals, and other audiovisual sources; and definitions of terms. (YLB).

ED 190 870 **CE 026 472**
Nylander, Nikki Ludden, Jinny
Project RAISE. Title IV-C. How-to Manual.
Pima County Schools, Tucson, Ariz
Pub Date—80
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC06 Plus Postage
Descriptors—*Daily Living Skills, *Housing, *Maintenance, *Moderate Mental Retardation, *Practical Arts, *Young Adults, Adult Education, Behavioral Objectives, Consumer Protection, Course Descriptions, Curriculum Guides, Employment Potential, Health Education, Homemaking Skills, Instructional Materials, Job Search Methods, Learning Activities, Money Management, Nutrition Instruction, Pretests Posttests

This manual for parents and teachers provides an appropriate teaching curriculum for use with trainable mentally retarded adults, age eighteen to twenty-one years. It provides first a course outline based on five knowledge areas: health, nutrition, home maintenance, basic consumerism, and job readiness. Other contents include tests, objectives, task sequencing, and knowledge area modules. Pretests, also intended for use as checkups and posttests, are correlated to the knowledge areas. In most cases they are nonverbal and evaluated by a motor activity. The objectives for each area are in a sequential order which directly correlates to the pretest, since pretest scores indicate accomplishment of objectives. A scoring key to the objectives is provided. Task sequencing is given for those areas needing a definite order of events to consistently teach the task. Each of the five knowledge area modules is divided into packets. The format for each packet includes one or all of the following: contents, necessary materials, construction, and teaching instructions. Some required materials are not provided. A bibliography lists these materials and others (with their sources) used in developing and implementing the curriculum. (YLB).

ED 190 875 **CE 026 560**

Military Curricula for Vocational & Technical Education. Curriculum Outline for Basic Electricity and Electronics. CANTRAC A-100-0010.

Chief of Naval Education and Training Support, Pensacola, Fla.
Ohio State Univ. Columbus. National Center for Research in Vocational Education
Pub Date—78
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC05 Plus Postage
Descriptors—*Electricity, *Electronics, *Technical Education, Course Objectives, Curriculum Guides, Individualized Instruction, Learning Modules, Postsecondary Education, Programed Instruction, Student Educational Objectives
Identifiers—Military Curriculum Project

This curriculum outline is a compilation of student learning objectives for modules 1-14 of the military-developed basic electricity and electronics course. The course is one of a number of military-developed curriculum packages selected for adaptation to vocational instructional and curriculum development in civilian settings. For each module, the outline provides the estimated contact hours required for completion, module terminal objectives, and a list of supporting modules. Information provided for each lesson within the modules includes the lesson title, estimated contact hours, terminal objectives, and enabling objectives. (LRA).

ED 190 876 **CE 026 561**

Military Curricula for Vocational & Technical Education. Basic Electricity and Electronics Individualized Learning System. CANTRAC A-100-0010. Module Zero: Orientation. Study Booklet.

Chief of Naval Education and Training Support, Pensacola, Fla.
Ohio State Univ. Columbus. National Center for Research in Vocational Education
Report No.—NAVPERS 94558-06
Pub Date—77
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)
EDRS Price—MF01/PC03 Plus Postage
Descriptors—*Electricity, *Electronics, *Individualized Instruction, *Technical Education, Learning Activities, Learning Modules, Orientation Materials, Postsecondary Education, Programed Instruction, Safety, Testing Programs
Identifiers—Military Curriculum Project

This student orientation module is one in a series of individualized modules for a course in basic electricity and electronics. The course is one of a number of military-developed curriculum packages selected for adaptation to vocational instructional and curriculum development in a civilian setting. Six lessons are included in the module: (1) Your Rating, (2) What an Individualized Learning System Is, (3) The Basic Electricity/Electronics Individualized Learning System Multi-Media Study Area, (4) The Testing Program, (5) Safety Precautions, and (6) Building Your Own Power Supply. Each lesson follows a typical format including a lesson overview and content material. (LRA).

ED 190 877 **CE 026 562**

Military Curricula for Vocational & Technical Education. Basic Electricity and Electronics Individualized Learning System. CANTRAC A-100-0010. Progress Check Module. Progress Check Booklet.

Chief of Naval Education and Training Support, Pensacola, Fla.
Ohio State Univ. Columbus. National Center for Research in Vocational Education
Report No.—NAVEDTRA-34258-PC
Pub Date—77
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)
EDRS Price—MF01/PC13 Plus Postage
Descriptors—*Electricity, *Electronics, *Student Evaluation, *Technical Education, Individualized Instruction, Learning Modules, Postsecondary Education, Programed Instruction
Identifiers—Military Curriculum Project

This document contains student progress checks designed for use with individualized modules 1-14 in the military-developed course on basic electricity and electronics. The course is one of a number of military-developed curriculum packages selected for adaptation to vocational instructional and curriculum development in a civilian setting. One progress check is provided for each lesson in the modules. Answers are included at the conclusion of each module. (LRA).

ED 190 878 **CE 026 563**

Military Curricula for Vocational & Technical Education. Basic Electricity and Electronics Individualized Learning System. CANTRAC A-100-0010. Module One: Electrical Current. Study Booklet.

Chief of Naval Education and Training Support, Pensacola, Fla.
Ohio State Univ. Columbus. National Center for Research in Vocational Education
Report No.—NAVEDTRA-34258-1
Pub Date—77
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)
EDRS Price—MF01/PC06 Plus Postage
Descriptors—*Electric Circuits, *Electricity, *Electronics, *Measurement, *Technical Education, Electrical Systems, Individualized Instruction, Learning Activities, Learning Modules, Measurement Equipment, Postsecondary Education, Programed Instruction
Identifiers—Electrons, Military Curriculum Project

This individualized learning module on electrical current is one in a series of modules for a course in basic electricity and electronics. The course is one of a number of military-developed curriculum packages selected for adaptation to vocational instructional and curriculum development in a civilian setting. Five lessons are included in the module: (1) Electricity and the Electron, (2) Electron Movement, (3) Current Flow, (4) Measurement of Current, and (5) The Ammeter. Each lesson follows a typical format including a lesson overview, a list of study resources, the lesson content, a programmed instruction section, and a lesson summary. (Progress checks are provided for each lesson in a separate document, CE 026 562.) (LRA).

ED 190 879 **CE 026 564**

Military Curricula for Vocational & Technical Education. Basic Electricity and Electronics Individualized Learning System. CANTRAC A-100-0010. Module Two: Voltage. Study Booklet.

Chief of Naval Education and Training Support, Pensacola, Fla.
Ohio State Univ. Columbus. National Center for Research in Vocational Education
Report No.—NAVEDTRA-34258-2
Pub Date—77
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)
EDRS Price—MF01/PC07 Plus Postage
Descriptors—*Electricity, *Electronics, *Technical Education, Individualized Instruction, Learning Activities, Learning Modules, Magnets, Postsecondary Education, Programed Instruction
Identifiers—Alternating Current, Direct Current, Electric Power Generation, Electromagnetic Theory, Military Curriculum Project

This individualized learning module on voltage is one in a series of modules for a course in basic electricity and electronics. The course is one of a number of military-developed curriculum packages selected for adaptation to vocational instructional and curriculum development in a civilian setting. Six lessons are included in the module: (1)

Electromotive Force for Chemical Action, (2) Magnetism, (3) Electromagnetic Induction, (4) Alternating Current Voltage, (5) The Uses of Direct Current and Alternating Current, and (6) Measuring Voltage. Each lesson follows a typical format including a lesson overview, a list of study resources, the lesson content, a programmed instruction section, and a lesson summary. (Progress checks are provided for each lesson in a separate document, CE 026 562.) (LRA).

ED 190 880 **CE 026 565**

Military Curricula for Vocational & Technical Education. Basic Electricity and Electronics Individualized Learning System. CANTRAC A-100-0010. Module Three: Resistance. Study Booklet.

Chief of Naval Education and Training Support, Pensacola, Fla. Ohio State Univ. Columbus. National Center for Research in Vocational Education

Report No.—NAVEDTRA-34258-3

Pub Date—77

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC05 Plus Postage

Descriptors—*Electricity, *Electronics, *Technical Education, Electric Circuits, Individualized Instruction, Learning Activities, Learning Modules, Postsecondary Education, Programed Instruction

Identifiers—Military Curriculum Project, Ohm Law of Electricity, Ohmmeters, Resistance (Electronics), Resistors (Electrical Equipment)

This individualized learning module on resistance is one in a series of modules for a course in basic electricity and electronics. The course is one of a number of military-developed curriculum packages solicted for adaptation to vocational instructional and curriculum development in a civilian setting. Four lessons are included in the module: (1) Characteristics of Resistance, (2) Resistors, (3) Resistor Values, and (4) Ohmmeters. Each lesson follows a typical format including a lesson overview, a list of study resources, the lesson content, a programmed instruction section, and a lesson summary. (Progress checks are provided for each lesson in a separate document, CE 026 562.) (LRA).

ED 190 881 **CE 026 566**

Military Curricula for Vocational & Technical Education. Basic Electricity and Electronics Individualized Learning System. CANTRAC A-100-0010. Module Four: Measuring Current and Voltage in Series Circuits. Study Booklet.

Chief of Naval Education and Training Support, Pensacola, Fla. Ohio State Univ. Columbus. National Center for Research in Vocational Education

Report No.—NAVEDTRA-34258-4

Pub Date—77

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC06 Plus Postage

Descriptors—*Electric Circuits, *Electricity, *Electronics, *Measurement Equipment, *Technical Education, Individualized Instruction, Learning Activities, Learning Modules, Measurement, Postsecondary Education, Programed Instruction

Identifiers—Military Curriculum Project

This individualized learning module on measuring current and voltage in series circuits is one in a series of modules for a course in basic electricity and electronics. The course is one of a number of military-developed curriculum packages selected for adaptation to vocational instructional and curriculum development in a civilian setting. Three lessons are included in the module: (1) Measuring Current in a Series Circuit, (2) Voltage in a Series Circuit, and (3) Using the Multimeter as a Voltmeter. Each lesson follows a typical format including a lesson overview, a list of study resources, the lesson content, a programmed instruction section, and a lesson summary. (Progress checks are provided for each lesson in a separate document, CE 026 562.) (LRA).

ED 190 882 **CE 026 567**

Military Curricula for Vocational & Technical Education. Basic Electricity and Electronics Individualized Learning System. CANTRAC A-100-0010. Module Five: Relationships of Current, Voltage, and Resistance. Study Booklet.

Chief of Naval Education and Training Support, Pensacola, Fla. Ohio State Univ. Columbus. National Center for Research in Vocational Education

Report No.—NAVEDTRA-34258-5

Pub Date—77

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC06 Plus Postage

Descriptors—*Electric Circuits, *Electricity, *Electronics, *Technical Education, Force, Individualized Instruction, Learning Activities, Learning Modules, Postsecondary Education, Programed Instruction

Identifiers—Electric Power Generation, Military Curriculum Project, Ohm Law of Electricity, Resistors (Electrical Equipment)

This individualized learning module on the relationships of current, voltage, and resistance is one in a series of modules for a course in basic electricity and electronics. The course is one of a number of military-developed curriculum packages selected for adaptation to vocational instructional and curriculum development in a civilian setting. Five lessons are included in the module: (1) Voltage, Resistance, and Current, (2) The Ohm's Law Formula, (3) Power, (4) Internal Resistance, and (5) Troubleshooting Series Circuits. Each lesson follows a typical format including a lesson overview, a list of study resources, the lesson content, a programmed instruction section, and a lesson summary. (Progress checks are provided for each lesson in a separate document, CE 026 562.) (LRA).

ED 190 883 **CE 026 568**

Military Curricula for Vocational & Technical Education. Basic Electricity and Electronics Individualized Learning System. CANTRAC A-100-0010. Module Six: Parallel Circuits. Study Booklet.

Chief of Naval Education and Training Support, Pensacola, Fla. Ohio State Univ. Columbus. National Center for Research in Vocational Education

Report No.—NAVEDTRA-34258-6

Pub Date—77

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—*Electric Circuits, *Electricity, *Electronics, *Equipment Maintenance, *Technical Education, Electrical Systems, Individualized Instruction, Learning Activities, Learning Modules, Postsecondary Education, Programed Instruction

Identifiers—Military Curriculum Project

This individualized learning module on parallel circuits is one in a series of modules for a course in basic electricity and electronics. The course is one of a number of military-developed curriculum packages selected for adaptation to vocational instructional and curriculum development in a civilian setting. Four lessons are included in the module: (1) Rules for Voltage and Current, (2) Rules for Resistance and Power, (3) Variational Analysis, and (4) Troubleshooting Parallel Circuits. Each lesson follows a typical format including a lesson overview, a list of study resources, the lesson content, a programmed instruction section, and a lesson summary. (Progress checks are provided for each lesson in a separate document, CE 026 562.) (LRA).

ED 190 884 **CE 026 569**

Military Curricula for Vocational & Technical Education. Basic Electricity and Electronics Individualized Learning System. CANTRAC A-100-0010. Module Seven: Combination Circuits and Voltage Dividers. Study Booklet.

Chief of Naval Education and Training Support, Pensacola, Fla. Ohio State Univ. Columbus. National Center for Research in Vocational Education

Report No.—NAVEDTRA-34258-7

Pub Date—77

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC05 Plus Postage

Descriptors—*Electric Circuits, *Electricity, *Electronics, *Technical Education, Individualized Instruction, Learning Activities, Learning Modules, Postsecondary Education, Programed Instruction

Identifiers—Military Curriculum Project

This individualized learning module on combination circuits and voltage dividers is one in a series of modules for a course in basic electricity and electronics. The course is one of a number of military-developed curriculum packages selected for adaptation to vocational instructional and curriculum development in a civilian setting. Three lessons are included in the module: (1) Solving Complex Circuits, (2) Voltage Reference, and (3) Voltage Dividers. Each lesson follows a typical format including a lesson overview, a list of study resources, the lesson content, a programmed instruction section, and a lesson summary. (Progress checks are provided for each lesson in a separate document, CE 026 562.) (LRA).

ED 190 885 CE 026 570

Military Curricula for Vocational & Technical Education. Basic Electricity and Electronics Individualized Learning System. CANTRAC A-100-0010. Module Eight: Induction. Study Booklet.

Chief of Naval Education and Training Support, Pensacola, Fla.
Ohio State Univ. Columbus. National Center for Research in Vocational Education
Report No.—NAVEDTRA-34258-8
Pub Date—77
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)
EDRS Price—MF01/PC06 Plus Postage
Descriptors—*Electricity, *Electronics, *Technical Education, Individualized Instruction, Learning Activities, Learning Modules, Postsecondary Education, Programed Instruction
Identifiers—Electric Power Generation, Electromagnetic Theory, Induction (Electronics), Military Curriculum Project

This individualized learning module on induction is one in a series of modules for a course in basic electricity and electronics. The course is one of a number of military-developed curriculum packages selected for adaptation to vocational instructional and curriculum development in a civilian setting. Four lessons are included in the module: (1) Electromagnetism, (2) Inductors and Flux Density, (3) Inducing Voltage, and (4) Inductance and Induction. Each lesson follows a typical format including a lesson overview, a list of study resources, the lesson content, a programmed instruction section, and a lesson summary. (Progress checks are provided for each lesson in a separate document, CE 026 562.) (LRA).

ED 190 886 CE 026 571

Military Curricula for Vocational & Technical Education. Basic Electricity and Electronics Individualized Learning System. CANTRAC A-100-0010. Module Nine: Relationships of Current, Counter EMF, and Voltage in LR Circuits. Study Booklet.

Chief of Naval Education and Training Support, Pensacola, Fla.
Ohio State Univ. Columbus. National Center for Research in Vocational Education
Report No.—NAVEDTRA-34258-9
Pub Date—77
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)
EDRS Price—MF01/PC06 Plus Postage
Descriptors—*Electric Circuits, *Electricity, *Electronics, *Technical Education, Individualized Instruction, Learning Activities, Learning Modules, Postsecondary Education, Programed Instruction
Identifiers—Inductive Circuits, Military Curriculum Project

This individualized learning module on the relationships of current, electromotive force, and voltage in inductive-resistive circuits is one in a series of modules for a course in basic electricity and electronics. The course is one of a number of military-developed curriculum packages selected for adaptation to vocational instructional and curriculum development in a civilian setting. Six lessons are included in the module: (1) Rise and Decay of Current and Voltage, (2) LR (inductive resistive) Time Constant, (3) Using Universal Time Constant Chart, (4) Inductive Reactance, (5) Relationship in Inductive Circuits, and (6) Phase Relationships. Each lesson follows a typical format including a lesson overview, a list of study resources, the lesson content, a programmed instruction section, and a lesson summary. (Progress checks are provided for each lesson in a separate document, CE 026 562.) (LRA).

ED 190 887 CE 026 572

Military Curricula for Vocational & Technical Education. Basic Electricity and Electronics Individualized Learning System. CANTRAC A-100-0010. Module Ten: Transformers. Study Booklet.

Chief of Naval Education and Training Support, Pensacola, Fla.
Ohio State Univ. Columbus. National Center for Research in Vocational Education
Report No.—NAVEDTRA-34258-10
Pub Date—77
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)
EDRS Price—MF01/PC06 Plus Postage
Descriptors—*Electricity, *Electronics, *Technical Education, Individualized Instruction, Learning Activities, Learning Modules, Postsecondary Education, Programed Instruction, Semiconductor Devices
Identifiers—Military Curriculum Project, Transformers

This individualized learning module on transformers is one in a series of modules for a course in basic electricity and electronics. The course is one of a number of military-developed curriculum packages selected for adaptation to vocational instructional and curriculum development in a civilian setting. Six lessons are included in the module: (1) Transformer Construction, (2) Transformer Theory and Operation, (3) Turns and Voltage Ratios, (4) Power and Current, (5) Transformer Efficiency, and (6) Semiconductor Rectifiers. Each lesson follows a typical format including a lesson overview, a list of study resources, the lesson content, a programmed instruction section, and a lesson summary. (Progress checks are provided for each lesson in a separate document, CE 026 562.) (LRA).

ED 190 888 CE 026 573

Military Curricula for Vocational & Technical Education. Basic Electricity and Electronics Individualized Learning System. CANTRAC A-100-0010. Module Eleven: Capacitance. Study Booklet.

Chief of Naval Education and Training Support, Pensacola, Fla.
Ohio State Univ. Columbus. National Center for Research in Vocational Education
Report No.—NAVEDTRA-34258-11
Pub Date—77
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)
EDRS Price—MF01/PC08 Plus Postage
Descriptors—*Electricity, *Electronics, *Technical Education, Individualized Instruction, Learning Activities, Learning Modules, Postsecondary Education, Programed Instruction
Identifiers—Capacitors, Military Curriculum Project

This individualized learning module on capacitance is one in a series of modules for a course in basic electricity and electronics. The course is one of a number of military-developed curriculum packages selected for adaptation to vocational instructional and curriculum development in a civilian setting. Seven lessons are included in the module: (1) The Capacitor, (2) Theory of Capacitance, (3) Total Capacitance, (4) Resistive Capacitance Time Constant, (5) Capacitive Reactance, (6) Phase and Power Relationships, and (7) Capacity Design Considerations. Each lesson follows a typical format including a lesson overview, a list of study resources, the lesson content, a programmed instruction section, and a lesson summary. (Progress checks are provided for each lesson in a separate document, CE 026 562.) (LRA).

ED 190 889 CE 026 574

Military Curricula for Vocational & Technical Education. Basic Electricity and Electronics Individualized Learning System. CANTRAC A-100-0010. Module Twelve: Series AC Resistive-Reactive Circuits. Study Booklet.

Chief of Naval Education and Training Support, Pensacola, Fla.
Ohio State Univ. Columbus. National Center for Research in Vocational Education
Report No.—NAVEDTRA-34258-12
Pub Date—77
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)
EDRS Price—MF01/PC09 Plus Postage
Descriptors—*Electric Circuits, *Electricity, *Electronics, *Technical Education, Individualized Instruction, Learning Activities, Learning Modules, Postsecondary Education, Programed Instruction

Identifiers—Alternating Current, Military Curriculum Project

This individualized learning module on series alternating current resistive-reactive circuits is one in a series of modules for a course in basic electricity and electronics. The course is one of a number of military-developed curriculum packages selected for adaptation to vocational instructional and curriculum development in a civilian setting. Six lessons are included in the module: (1) Voltage and Impedance in Alternating Current Series Circuits, (2) Vector Computations, (3) Rectangular and Polar Notation, (4) Variational Analysis of Series Resistive Inductive Circuits, (5) Frequency Discrimination in Resistive Inductive Circuits, and (6) Series Resistive Capacitive Circuits. Each lesson follows a typical format including a lesson overview, a list of study resources, the lesson content, a programmed instruction section, and a lesson summary. (Progress checks are provided for each lesson in a separate document, CE 026 562.) (LRA).

ED 190 890 CE 026 575

Military Curricula for Vocational & Technical Education. Basic Electricity and Electronics Individualized Learning System. CANTRAC A-100-0010. Module Thirteen. Series AC RLC Circuits and Resonance. Study Booklet.

Chief of Naval Education and Training Support, Pensacola, Fla. Ohio State Univ. Columbus. National Center for Research in Vocational Education

Report No.—NAVEDTRA-34258-13

Pub Date—77

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC05 Plus Postage

Descriptors—*Electric Circuits, *Electricity, *Electronics, *Technical Education, Individualized Instruction, Learning Activities, Learning Modules, Postsecondary Education, Programed Instruction

Identifiers—Alternating Current, Military Curriculum Project, Resonance (Physics)

This individualized learning module on series alternating current resistive-inductive-capacitive circuits and resonance is one in a series of modules for a course in basic electricity and electronics. The course is one of a number of military-developed curriculum packages selected for adaptation to vocational instructional and curriculum development in a civilian setting. Four lessons are included in the module: (1) Solving Resistive-Inductive-Capacitive Circuits, (2) Resonant Frequency in Series Circuits, (3) Conditions of Series Resonance, and (4) Experiments with Series Resonance. Each lesson follows a typical format including a lesson overview, a list of study resources, the lesson content, a programmed instruction section, and a lesson summary. (Progress checks are provided for each lesson in a separate document, CE 026 562.) (LRA).

ED 190 891 CE 026 576

Military Curricula for Vocational & Technical Education. Basic Electricity and Electronics Individualized Learning System. CANTRAC A-100-0010. Module Fourteen: Parallel AC Resistive-Reactive Circuits. Study Booklet.

Chief of Naval Education and Training Support, Pensacola, Fla. Ohio State Univ. Columbus. National Center for Research in Vocational Education

Report No.—NAVEDTRA-34258-14

Pub Date—77

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC07 Plus Postage

Descriptors—*Electric Circuits, *Electricity, *Electronics, *Technical Education, Individualized Instruction, Learning Activities, Learning Modules, Postsecondary Education, Programed Instruction

Identifiers—Alternating Current, Military Curriculum Project

This individualized learning module on parallel alternating current resistive-reaction circuits is one in a series of modules for a course in basic electricity and electronics. The course is one of a number of military-developed curriculum packages selected for adaptation to vocational instructional and curriculum development in a civilian setting. Six lessons are included in the module: (1) Solving for Quantities in Resistive Inductive Parallel Circuits, (2) Variational Analysis of Resistive-Inductive Parallel Circuits, (3) Parallel Resistive-Capacitive and Resistive-Capacitive-Inductive Alternating Current Circuits, (4) Parallel Resonance, (5) Effective Resistance in Parallel Resistive Inductive Circuits, and (6) Parallel Resonance Experiment. Each lesson follows a typical format including a lesson overview, a list of study resources, the lesson content, a programmed instruction section, and a lesson summary. (Progress checks are provided for each lesson in a separate document, CE 026 562.) (LRA).

ED 190 892 CE 026 577

Military Curricula for Vocational & Technical Education. Curriculum Outline for Basic Electricity and Electronics Modules 15-25. CANTRAC A-100-0010. Revised Edition.

Chief of Naval Education and Training Support, Pensacola, Fla. Ohio State Univ. Columbus. National Center for Research in Vocational Education

Report No.—CNTT-E-028

Pub Date—79

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Electricity, *Electronics, *Technical Education, Course Objectives, Curriculum Guides, Individualized Instruction, Learning Modules, Postsecondary Education, Programed Instruction, Student Educational Objectives

Identifiers—Military Curriculum Project

This curriculum outline is a compilation of student learning objectives for modules 15-25 of the military-developed basic electricity and electronics course. The course is one of a number of military-developed curriculum packages selected for adaptation to vocational instructional and curriculum development in civilian settings. For each module, the outline provides student objectives for the module and for each lesson within the module. (LRA).

ED 190 893 CE 026 578

Military Curricula for Vocational & Technical Education. Basic Electronics School. CANTRAC A-100-0010. Modules 15-19: Basic Troubleshooting Skills. Study and Progress Check Booklet.

Chief of Naval Education and Training Support, Pensacola, Fla. Ohio State Univ. Columbus. National Center for Research in Vocational Education

Pub Date—77

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC11 Plus Postage

Descriptors—*Electricity, *Electronic Equipment, *Electronics, *Equipment Maintenance, *Technical Education, Individualized Instruction, Learning Activities, Learning Modules, Postsecondary Education, Programed Instruction

Identifiers—Military Curriculum Project, Troubleshooting

These individualized learning modules on basic troubleshooting skills are one unit in a series of modules for a course in basic electricity and electronics. The course is one of a number of military-developed curriculum packages selected for adaptation to vocational instructional and curriculum development in a civilian setting. Five modules are included in the set: Introduction to Electronic Maintenance; (2) Assembly and Repair Techniques; (3) Introduction to the 6B25 Radio Receiver; (4) Basic Troubleshooting: Radio Frequency and Intermediate Frequency Amplifier; and (5) Basic Troubleshooting: Systems Concept and Navy Documentation. Each module is comprised of individualized lessons. Each lesson follows a typical format including a lesson overview, a list of study resources, the lesson content, a programmed instruction section, and a lesson summary. (Progress checks are provided for each lesson.) (LRA).

ED 190 894 CE 026 579

Military Curricula for Vocational & Technical Education. Basic Electricity and Electronics. CANTRAC A-100-0010. Module 20: Solid State Power Supplies; 20T: Electron Tube Power Supplies. Study Booklet.

Chief of Naval Education and Training Support, Pensacola, Fla. Ohio State Univ. Columbus. National Center for Research in Vocational Education

Pub Date—77

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC09 Plus Postage

Descriptors—*Electricity, *Electronics, *Technical Education, Electrical Systems, Individualized Instruction, Input Output Devices, Learning Activities, Learning Modules, Postsecondary Education, Programed Instruction

Identifiers—Electric Power Generation, Military Curriculum Project, Power Supplies, Solid State (Electronics), Vacuum Tubes (Electrical Equipment)

This set of individualized learning modules on power supplies is one in a series of modules for a course in basic electricity and electronics. The course is one of a number of military-developed curriculum packages selected for adaptation to vocational instructional and curriculum development in a civilian setting. Two modules are included in the set: (1) Solid State Power Supplies and (2) Electron Tube Power Supplies. Each module is comprised of individual lessons. Each lesson follows a typical format including a lesson overview, a list of study resources, the lesson content, a programmed instruction section, and a lesson summary. (Progress checks are provided for each lesson in a separate document, CE 026 582.) (LRA).

ED 190 895 CE 026 580

Military Curricula for Vocational & Technical Education. Basic Electricity and Electronics. CANTRAC A-100-0010. Module 21: Basic Transistor Theory; Module 21T: Multi-Element Vacuum Tubes. Study Booklet.

Chief of Naval Education and Training Support, Pensacola, Fla. Ohio State Univ. Columbus. National Center for Research in Vocational Education

Pub Date—77

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC08 Plus Postage

Descriptors—*Electricity, *Electronics, *Technical Education, *Transistors, Individualized Instruction, Learning Activities, Learning Modules, Postsecondary Education, Programed Instruction

Identifiers—Military Curriculum Project, Vacuum Tubes (Electronic Equipment)

This set of individualized learning modules on transistor theory is one in a series of modules for a course in basic electricity and electronics. The course is one of a number of military-developed curriculum packages selected for adaptation to vocational instructional and curriculum development in a civilian setting. Two modules are included in the set: (1) Basic Transistor Theory and (2) Multi-Element Vacuum Tubes. Each module is comprised of individual lessons. Each lesson follows a typical format including a lesson overview, a list of study resources, the lesson content, a programmed instruction section, and a lesson summary. (Progress checks are provded for each lesson in a separate document, CE 026 582.) (LRA).

ED 190 896 CE 026 581

Military Curricula for Vocational & Technical Education. Basic Electricity and Electronics. CANTRAC A-100-0010. Module 22: Oscillators. Study Booklet.

Chief of Naval Education and Training Support, Pensacola, Fla. Ohio State Univ. Columbus. National Center for Research in Vocational Education

Pub Date—77

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC05 Plus Postage

Descriptors—*Electric Circuits, *Electricity, *Electronics, *Technical Education, Individualized Instruction, Learning Activities, Learning Modules, Postsecondary Education, Programed Instruction

Identifiers—Military Curriculum Project, Oscillators

This individualized learning module on oscillators is one in a series of modules for a course in basic electricity and electronics. The course is one of a number of military-developed curriculum packages selected for adaptation to vocational instructional and curriculum development in a civilian setting. Four lessons are included in the module: (1) Functional Analysis, (2) Parallel Resonance Circuits, (3) Measuring Frequency with an Oscilloscope, and (4) Oscillator Operation. Each lesson follows a typical format including a lesson overview, a list of study resources, the lesson content, a programmed instruction section, and a lesson summary. (Progress checks are provided for each lesson in a separate document, CE 026 582.) (LRA).

ED 190 897 CE 026 582

Military Curricula for Vocational & Technical Education. Basic Electronics School. CANTRAC A-100-0010. Modules 20-22: Power Supplies, Amplifiers, Oscillators. Progress Checks.

Chief of Naval Education and Training Support, Pensacola, Fla. Ohio State Univ. Columbus. National Center for Research in Vocational Education

Pub Date—77

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC07 Plus Postage

Descriptors—*Electricity, *Electronics, *Student Evaluation, *Technical Education, Educational Experiments, Individualized Instruction, Learning Modules, Postsecondary Education, Programed Instruction

Identifiers—Amplifiers, Military Curriculum Project, Oscillators, Power Supplies

This document contains student progress checks designed for use with individualized modules 20-22 in the military-developed course on basic electricity and electronics. The course is one of a number of military-developed curriculum packages selected for adaptation to vocational instructional and curriculum development in a civilian setting. One experiment and one progress check are provided for each lesson in the modules. Answers are included at the conclusion of each module. (LRA).

ED 190 898 CE 026 583

Military Curricula for Vocational & Technical Education. Basic Electricity and Electronics. CANTRAC A-100-0010. Module 23: Multivibrators. Study Booklet.

Chief of Naval Education and Training Support, Pensacola, Fla. Ohio State Univ. Columbus. National Center for Research in Vocational Education

Pub Date—77

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—*Electricity, *Electronics, *Technical Education, Individualized Instruction, Learning Activities, Learning Modules, Postsecondary Education, Programed Instruction

Identifiers—Military Curriculum Project, Multivibrators (Electrical Equipment)

This individualized learning module on multivibrators is one in a series of modules for a course in basic electricity and electronics. The course is one of a number of military-developed curriculum packages selected for adaptation to vocational instructional and curriculum development in a civilian setting. Three lessons are included in the module: (1) Bistable Multivibrator Operation (Flip-Flop), (2) Astable Multivibrator Operation (Free-Running), and (3) Monostable Multivibrator Operation (One-Shot). Each lesson follows a typical format including a lesson overview, a list of study resources, the lesson content, a programmed instruction section, and a lesson summary. (Progress checks are provided for each lesson in a separate document, CE 026 586.) (LRA).

ED 190 899 CE 026 584

Military Curricula for Vocational & Technical Education. Basic Electricity and Electronics. CANTRAC A-100-0010. Module 24: Wave Shaping Circuits. Study Booklet.

Chief of Naval Education and Training Support, Pensacola, Fla. Ohio State Univ. Columbus. National Center for Research in Vocational Education

Pub Date—77

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC05 Plus Postage

Descriptors—*Electric Circuits, *Electricity, *Electronics, *Technical Education, Individualized Instruction, Learning Activities, Learning Modules, Postsecondary Education, Programed Instruction

Identifiers—Military Curriculum Project, Waveform Analysis, Wave Generators, Wave Theory

This individualized learning module on wave-shaping circuits is one in a series of modules for a course in basic electricity and electronics. The course is one of a number of military-developed curriculum packages selected for adaptation to vocational instructional and curriculum development in a civilian setting. Three lessons are included in the modules: (1) Clippers, (2) Clampers, and (3) Integrators/Differentiators. Each lesson follows a typical format including a lesson overview, a list of study resources, the lesson content, a programmed instruction section, and a lesson summary. (Progress checks are provided for each lesson in a separate document, CE 026 586.) (LRA).

ED 190 900 CE 026 585

Military Curricula for Vocational & Technical Education. Basic Electricity and Electronics. CANTRAC A-100-0010. Module 25: Special Devices. Study Booklet.

Chief of Naval Education and Training Support, Pensacola, Fla.
Ohio State Univ. Columbus. National Center for Research in Vocational Education
Pub Date—77
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)
EDRS Price—MF01/PC04 Plus Postage
Descriptors—*Electricity, *Electronic Equipment, *Electronics, *Technical Education, *Transistors, Electric Circuits, Individualized Instruction, Learning Activities, Learning Modules, Postsecondary Education, Programed Instruction
Identifiers—Military Curriculum Project, Silicon (Electrical Equipment)

This individualized learning module on special devices is one in a series of modules for a course in basic electricity and electronics. The course is one of a number of military-developed curriculum packages selected for adaptation to vocational instructional and curriculum development in a civilian setting. Two lessons are included in the module: (1) Silicon Controlled Rectifier Theory and (2) Unijunction Transistor Theory. Each lesson follows a typical format including a lesson overview, a list of study resources, the lesson content, a programmed instruction section, and a lesson summary. (Progress checks are provided for each lesson in a separate document, CE 026 586.) (LRA).

ED 190 901 CE 026 586

Military Curricula for Vocational & Technical Education. Basic Electronics School. CANTRAC A-100-0010. Modules 23-25: Multivibrators, Waveshaping Circuits, Special Devices. Progress Check.

Chief of Naval Education and Training Support, Pensacola, Fla.
Ohio State Univ. Columbus. National Center for Research in Vocational Education
Pub Date—77
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Tests, Questionaires, Evaluation instru ments (160)
EDRS Price—MF01/PC05 Plus Postage
Descriptors—*Electric Circuits, *Electricity, *Electronics, *Student Evaluation, * *Technical Education, Educational Experiments, Individualized Instruction, Learning Modules, Postsecondary Education, Programed Instruction
Identifiers—Military Curriculum Project, Multivibrators (Electrical Equipment)

This document contains student progress checks designed for use with individualized modules 23 through 25 in the military-developed course on basic electricity and electronics. The course is one of a number of military-developed curriculum packages selected for adaptation to vocational instructional and curriculum development in a civilian setting. One experiment and one progress check is provided for each lesson in the modules. Answers are included at the conclusion of each module. (LRA).

ED 190 902 CE 026 587

Military Curricula for Vocational & Technical Education. Basic Electricity and Electronics. CANTRAC A-100-0010. Module 30: Intermediate Power Supplies; Module 31: RF, IF, and Video Amplifiers. Students Guide.

Chief of Naval Education and Training Support, Pensacola, Fla.
Ohio State Univ. Columbus. National Center for Research in Vocational Education
Report No.—CNTT-E-059
Pub Date—80
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)
EDRS Price—MF01/PC10 Plus Postage
Descriptors—*Electric Circuits, *Electricity, *Electronics, *Student Evaluation, * *Technical Education, Individualized Instruction, Learning Modules, Postsecondary Education, Programed Instruction
Identifiers—Amplifiers, Frequency (Electronics), Military Curriculum Project, Regulators (Electrical Equipment)

This student guidebook is designed for use with the study booklets in modules 30-31 included in the military-developed course on basic electricity and electronics. The course is one of a number of military-developed curriculum packages selected for adaptation to vocational instructional and curriculum development in a civilian setting. An introductory section gives an orientation to the guide and a safety notice. The remainder of the guide contains a summary and a progress check test for each lesson included in the modules. Where applicable, the guide contains instruction sheets for job programs and fault analysis (paper troubleshooting) and actual performance troubleshooting tests. (LRA).

ED 190 903 CE 026 588

Military Curricula for Vocational & Technical Education. Basic Electricity and Electronics. CANTRAC A-100-0010. Module 30: Intermediate Power Supplies. Study Booklet.

Chief of Naval Education and Training Support, Pensacola, Fla.
Ohio State Univ. Columbus. National Center for Research in Vocational Education
Pub Date—80
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)
EDRS Price—MF01/PC10 Plus Postage
Descriptors—*Electric Circuits, *Electricity, *Electronics, *Technical Education, Individualized Instruction, Learning Activities, Learning Modules, Postsecondary Education, Programed Instruction, Transistors
Identifiers—Military Curriculum Project, Power Supply Circuits, Regulators (Electrical Equipment)

This individualized learning module on intermediate power supplies is one in a series of modules for a course in basic electricity and electronics. The course is one of a number of military-developed curriculum packages selected for adaptation to vocational instructional and curriculum development in a civilian setting. Four lessons are included in the module: (1) Voltage Multipliers; (2) Transistor, Voltage, and Current Regulators; (3) Silicon Controlled Rectifier Power Supply Circuits; and (4) Silicon Controlled Rectifier Regulatory Power Supplies. Each lesson follows a typical format including a lesson overview, a list of study resources, the lesson content, a programmed instruction section, and a lesson summary. (Progress checks and other supplementary material are provided for each lesson in a student's guide, CE 025 587.) (LRA).

ED 190 904 CE 026 589

Military Curricula for Vocational & Technical Education. Basic Electricity and Electronics. CANTRAC A-100-0010. Module 31: RF, IF, and Video Amplifiers. Study Booklet.

Chief of Naval Education and Training Support, Pensacola, Fla.
Ohio State Univ. Columbus. National Center for Research in Vocational Education
Report No.—CNTT-E-053
Pub Date—80
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)
EDRS Price—MF01/PC12 Plus Postage
Descriptors—*Electricity, *Electronics, *Radio, *Vocational Education, Individualized Instruction, Learning Activities, Learning Modules, Postsecondary Education, Programed Instruction, Video Equipment
Identifiers—Amplifiers, Frequency (Electronics), Military Curriculum Project

This individualized learning module on radio frequency (RF), intermediate frequency (IF), and video amplifiers is one in a series of modules for a course in basic electricity and electronics. The course is one of a number of military-developed curriculum packages selected for adaptation to vocational instructional and curriculum development in a civilian setting. Four lessons are included in the module: (1) RF, IF, and Video Amplifier Characteristics; (2) RF Amplifiers; (3) IF Amplifiers; and (4) Video Amplifiers. Each lesson follows a typical format including a lesson overview, a list of study resources, and lesson summary. (Progress checks and other supplementary material are provided for each lesson in a student's guide, CE 026 587.) (LRA).

ED 190 905 CE 026 590

Military Curricula for Vocational & Technical Education. Basic Electricity and Electronics. CANTRAC A-100-0010. Module 32: Intermediate Oscillators; Module 33: Special Devices; Module 34: Linear Integrated Circuits. Students Guide.

Chief of Naval Education and Training Support, Pensacola, Fla. Ohio State Univ. Columbus. National Center for Research in Vocational Education

Report No.—CNTT-E-060

Pub Date—80

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC08 Plus Postage

Descriptors—*Electric Circuits, *Electricity, *Electronics, *Student Evaluation, * *Technical Education, Individualized Instruction, Learning Modules, Postsecondary Education, Programed Instruction

Identifiers—Integrated Circuits, Military Curriculum Project, Oscillators

This student guidebook is designed for use with the study booklets in modules 32 through 34 included in the military-developed course on basic electricity and electronics. The course is one of a number of military-developed curriculum packages selected for adaptation to vocational instructional and curriculum development in a civilian setting. An introductory section gives an orientation to the guide and a safety notice. The remainder of the guide contains a summary and a progress check test for each lesson included in the modules. Where applicable, the guide contains instruction sheets for job programs and fault analysis (paper troubleshooting) and actual performance troubleshooting tests. (LRA).

ED 190 906 CE 026 591

Military Curricula for Vocational & Technical Education. Based Electricity and Electronics. CANTRAC A-100-0010. Module 32: Intermediate Oscillators. Study Booklet.

Chief of Naval Education and Training Support, Pensacola, Fla. Ohio State Univ. Columbus. National Center for Research in Vocational Education

Report No.—CNTT-E-054

Pub Date—80

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC11 Plus Postage

Descriptors—*Electricity, *Electronics, *Technical Education, Individualized Instruction,, Learning Activities, Learning Modules, Postsecondary Education, Programed Instruction

Identifiers—Military Curriculum Project, Oscillators

This individualized learning module on intermediate oscillators is one in a series of modules for a course in basic electricity and electronics. The course is one of a number of military-developed curriculum packages selected for adaptation to vocational instructional and curriculum development in a civilian setting. Five lessons are included in the module: (1) Hartley Oscillators, (2) Resistive Capacitive Phase Shift Oscillators, (2) Wien-Bridge Oscillators, (4) Blocking Oscillators, and (5) Crystal Controlled Oscillators. Each lesson follows a typical format including a lesson overview, a list of study resources, the lesson content, a programmed instruction section, and a lesson summary. (Progress checks and other supplementary material are provided for each lesson in a student's guide, CE 026 590.) (LRA).

ED 190 907 CE 026 592

Military Curricula for Vocational & Technical Education. Basic Electricity and Electronics. CANTRAC A-100-0010. Module 33: Special Devices. Study Booklet.

Chief of Naval Education and Training Support, Pensacola, Fla. Ohio State Univ. Columbus. National Center for Research in Vocational Education

Report No.—CNTT-E-055

Pub Date—80

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC09 Plus Postage

Descriptors—*Electricity, *Electronic Equipment, *Electronics, *Technical Education, Individualized Instruction, Learning Activities, Learning Modules, Postsecondary Education, Programed Instruction, Transistors

Identifiers—Military Curriculum Project

This individualized learning module on special devices is one in a series of modules for a course in basic electricity and electronics. The course is one of a number of military-developed curriculum packages selected for adaptation to vocational instructional and curriculum development in a civilian setting. Four lessons are included in the module: (1) Delay Lines, (2) Dummy Loads, (3) Special Solid State Devices, and (4) Field-Effect Transistors. Each lesson follows a typical format including a lesson overview, a list of study resources, the lesson content, a programmed instruction section, and a lesson summary. (Progress checks and other supplementary material are provided for each lesson in a student's guide, CE 026 590.) (LRA).

ED 190 908 CE 026 593

Military Curricula for Vocational & Technical Education. Basic Electricity and Electronics. CANTRAC A-100-0010. Module 34: Linear Integrated Circuits. Study Booklet.

Chief of Naval Education and Training Support, Pensacola, Fla. Ohio State Univ. Columbus. National Center for Research in Vocational Education

Report No.—CNTT-E-056

Pub Date—80

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC05 Plus Postage

Descriptors—*Electric Circuits, *Electricity, *Electronics, *Technical Education, Individualized Instruction, Learning Activities, Learning Modules, Postsecondary Education, Programed Instruction

Identifiers—Integrated Circuits, Military Curriculum Project

This individualized learning module on linear integrated circuits is one in a series of modules for a course in basic electricity and electronics. The course is one of a number of military-developed curriculum packages selected for adaptation to vocational instructional and curriculum development in a civilian setting. Two lessons are included in the module: (1) Introduction to Linear Integrated Circuits and (2) Integrated Circuits Operational Amplifiers. Each lesson follows a typical format including a lesson overview, a list of study resources, the lesson content, a programmed instruction section, and a lesson summary. (Progress checks and other supplemental material are provided for each lesson in a separate document, CE 026 590.) (LRA).

ED 190 909 CE 026 614

Hill, Carol L. Comp

Vocational Instructional Materials for Agriculture and Agribusiness Education Available from Federal Agencies.

Human Resources Management, Inc. Washington, D.C.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date—80

Contract—300-79-0420

Note—48p. ; For related documents see CE 026 615-621

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 065-000-00012-1, $3.75)

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Reference Materials—Bibliographies (131)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Agricultural Education, *Federal Programs, *Instructional Materials, *Resource Materials, *Vocational Education, Adult Education, Agribusiness, Agricultural Engineering, Agricultural Production, Agricultural Supplies, Annotated Bibliographies, Career Education, Citations References, Horticulture, Natural Resources, Postsecondary Education, Resources, Secondary Education
Identifiers—United States

This listing of federally produced curriculum and instructional materials for agriculture and agribusiness education is one of eight annotated bibliographies that provide information for vocational educators at the secondary, postsecondary, and adult levels. Introductory information given includes a description of how to use the listing and sources and ordering information. The remainder of the guide is comprised of citations of printed and audiovisual materials in the following subject areas: general references; agricultural production; agricultural supplies and marketing; agricultural mechanics; agricultural structures and facilities; agricultural products, processing, and marketing; plant disease and pest control; horticulture; renewable natural resources; and forestry. Also included are sections containing general vocational education materials and career education materials. The basic format for each entry is comprised of three sections: (1) bibliographical information, listing the title, publication number, type of materials, personal author, federal sponsor, publisher, publication date, number of pages, and the price; (2) a source code, which gives the federal organization from which the material can be ordered; and (3) an annotation or explanatory notes describing the use and intended users of the materials. An order form is appended. (LRA).

ED 190 910 CE 026 615

Hill, Carol L. Comp
Vocational Instructional Materials for Marketing and Distributive Education Available from Federal Agencies.
Human Resources Management, Inc. Washington, D.C.
Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.
Pub Date—80
Contract—300-79-0420
Note—31p. ; For related documents see CE 026 614-621
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 065-000-00013-0, $2.25)
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Reference Materials—Bibliographies (131)
EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Distributive Education, *Federal Programs, *Instructional Materials, *Marketing, *Resource Materials, Adult Education, Advertising, Agribusiness, Annotated Bibliographies, Banking, Career Education, Citations References, Finance Occupations, Food Service Occupations, Postsecondary Education, Real Estate Occupations, Resources, Sales Occupations, Secondary Education, Transportation
Identifiers—United States

This listing of federally produced curriculum and instructional materials for marketing and distributive education is one of eight annotated bibliographies that provide information for vocational educators at the secondary, postsecondary, and adult levels. Introductory information given includes a description of how to use the listing and sources and ordering information. The remainder of the guide is comprised of citations of printed and audiovisual materials in the following subject areas: general references; advertising; marketing research; floristry, farm, and garden supplies marketing; banking; securitites and commodities; food marketing; sales; purchasing; home and office products marketing; building materials marketing; recreational products marketing; real estate marketing; transportation and travel marketing; and international trade. Also included are sections containing general vocational education materials and career education materials. The basic format for each entry is comprised of three sections: (1) bibliographical information, listing the title, publication number, type of material, personal author, federal sponsor, publisher, publication date, number of pages, and the price; (2) a source code, which gives the federal organization from which the material can be ordered; and (3) an annotation or explanatory notes describing the use and intended users of the material. An order form is appended. (LRA).

ED 190 911 CE 026 616

Hill, Carol L. Comp
Vocational Instructional Materials for Vocational Home Economics Education Available from Federal Agencies.
Human Resources Management, Inc. Washington, D.C.
Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.
Pub Date—80
Contract—300-79-0420
Note—45p. ; For related documents see CE 026 614-621
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 065-000-00014-8, $3.25)
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Reference Materials—Bibliographies (131)
EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Federal Programs, *Instructional Materials, *Occupational Home Economics, *Resource Materials, Adult Education, Annotated Bibliographies, Career Education, Child Care Occupations, Citations References, Clothing Instruction, Fashion Industry, Food Service Occupations, Home Economics Education, Home Management, Housing Management Aides, Needle Trades, Postsecondary Education, Resources, Secondary Education
Identifiers—United States

This listing of federally produced curriculum and instructional materials for vocational home economics education is one of eight annotated bibliographies that provide information for vocational educators at the secondary, postsecondary, and adult levels. Introductory information given includes a description of how to use the listing and sources and ordering information. The remainder of the guide is comprised of citations of printed and audiovisual materials in the following subject areas: general references, child development; clothing and textiles; consumer education; family living and parenthood education; family and individual health; food and nutrition, dietetics; home management; housing, home furnishing, and equipment; child care; and food services and related occupations. Also included are sections containing general vocational education materials and career education materials. The basic format for each entry is comprised of three sections: (1) bibliographical information, listing the title, publication number, type of material, personal author, federal sponsor, publisher, publication date, number of pages, and the price; (2) a source code, which gives the federal organization from which the material can be ordered; and (3) an annotation or explanatory notes describing the use and intended users of the material. An order form is appended. (LRA).

ED 190 912 CE 026 617

Hill, Carol L. Comp
Vocational Instructional Materials for Allied Health Education Available from Federal Agencies.
Human Resources Management, Inc. Washington, D.C.
Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.
Pub Date—80
Contract—300-79-0420
Note—45p. ; For related documents see CE 026 614-621
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 065-000-00015-6, $3.25)
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Reference Materials—Bibliographies (131)
EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Allied Health Occupations, *Federal Programs, *Instructional Materials, *Resource Materials, Adult Education, Annotated Bibliographies, Career Education, Citations References, Dental Technicians, Environmental Technicians, Medical Technologists, Postsecondary Education, Practical Nurses, Radiologic Technologists, Resources, Secondary Education, Veterinary Assistants
Identifiers—United States

This listing of federally produced curriculum and instructional materials for allied health education is one of eight annotated bibliographies that provide information for vocational educators at the secondary, postsecondary, and adult levels. Introductory information given includes a description of how to use the listing and sources and ordering information. The remainder of the guide is comprised of citations of printed and audiovisual materials in the following subject areas: general references; dental programs; medical laboratory, diagnostic, and treatment services; nuclear medical technology; emergency medical technology; nursing programs; mental health/human services programs; community health worker; rehabilitation programs; environmental health; and veterinarian and related services. Also included are sections containing general vocational education materials and career education materials. The basic format for each entry is comprised of three sections: (1) bibliographical information, listing the title, publication number, type of material, personal author, federal sponsor, publisher, publication date, number of pages, and the price; (2) a source code, which gives the federal organization from which the material can be ordered; and (3) an annotation or explanatory notes describing the use and intended users of the material. An order form is appended. (LRA).

ED 190 913 CE 026 618

Vocational Instructional Materials for Technical Education Available from Federal Agencies.

Office of Vocational and Adult Education (ED), Washington, D.C.
Pub Date—80
Contract—300-79-0420
Note—67p.; For related documents see CE 026 614-621
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 065-000-00016-4, $4.00)
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Reference Materials—Bibliographies (131)
EDRS Price—MF01/PC03 Plus Postage
Descriptors—*Federal Programs, *Instructional Materials, *Resource Materials, *Technical Education, *Vocational Education, Adult Education, Agricultural Technicians, Annotated Bibliographies, Auto Mechanics, Aviation Technology, Career Education, Citations References, Computer Science, Electronic Technicians, Environmental Technicians, Food Processing Occupations, Metallurgical Technicians, Postsecondary Education, Resources, Secondary Education, Solar Radiation, Welding
Identifiers—Mortuary Science, Police Science, United States

This listing of federally produced curriculum and instructional materials for technical education is one of eight annotated bibliographies that provide information for vocational educators at the secondary, postsecondary, and adult levels. Introductory information given includes a description of how to use the listing and sources and ordering information. The remainder of the guide is comprised of citations of printed and audiovisual materials in subject areas such as aeronautical and aviation technology, architectural and civil engineering technology, electrical and electronic technologies, computer servicing technology, environmental technology, mortuary science, police science technology, food processing technology, metallurgical technology, automotive technology, welding technology, solar heating and cooling technology, and agricultural technology. Also included are sections containing general vocational education materials and career education materials. The basic format for each entry is comprised of three sections: (1) bibliographical information, listing the title, publication number, type of material, personal author, federal sponsor, publisher, publication date, number of pages, and the price; (2) a source code, which gives the federal organization from which the material can be ordered; and (3) an annotation or explanatory notes giving the use and intended users of the material. An order form is appended. (LRA).

ED 190 914 CE 026 619

Hill, Carol L. Comp

Vocational Instructional Materials for Trade and Industrial Education Available from Federal Agencies.

Human Resources Management, Inc. Washington, D.C.
Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.
Pub Date—80
Contract—300-79-0420
Note—44p.; For related documents see CE 026 614-621
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 065-000-00017-2, $3.25)
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Reference Materials—Bibliographies (131)
EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Federal Programs, *Instructional Materials, *Resource Materials, *Trade and Industrial Education, Adult Education, Annotated Bibliographies, Appliance Repairers, Building Trades, Career Education, Citations References, Custodian Training, Data Processing Occupations, Electrical Occupations, Electronics, Equipment Maintenance, Law Enforcement, Metal Working, Postsecondary Education, Resources, Secondary Education, Transportation
Identifiers—United States

This listing of federally produced curriculum and instructional materials for trade and industrial education is one of eight annotated bibliographies that provide information for vocational educators at the secondary, postsecondary, and adult levels. Introductory information given includes a description of how to use the listing and sources and ordering information. The remainder of the guide is comprised of citations of printed and audiovisual materials in subject areas such as appliance and business machine maintenance and repair, building and construction programs, communications electronics, custodial services, industrial hygiene and safety, lineworker, maritime programs, firefighting, law enforcement, transportation operation and maintenance, and meatcutting. Also included are sections containing general vocational education materials and career education materials. The basic format for each entry is comprised of three sections: (1) bibliographical information, listing the title, publication number, type of material, personal author, federal sponsor, publisher, publication date, number of pages, and the price; (2) a source code, which gives the federal organization from which the material can be ordered; and (3) an annotation or explanatory notes describing the use and intended users of the material. An order form is appended. (LRA).

ED 190 915 CE 026 620

Hill, Carol L. Comp

Vocational Instructional Materials for Special Needs Groups: Handicapped, Disadvantaged, Older Americans, Youth Employment, Displaced Homemakers; Available from Federal Agencies.

Human Resources Management, Inc. Washington, D.C.
Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.
Pub Date—80
Contract—300-79-0420
Note—41p.; For related documents see CE 026 614-621
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 065-000-00018-1, $2.50)
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Reference Materials—Bibliographies (131)
EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Disadvantaged, *Displaced Homemakers, *Federal Programs, *Instructional Materials, *Older Adults, *Youth Employment, Adult Education, Annotated Bibliographies, Career Education, Citations References, Disabilities, Postsecondary Education, Resource Materials, Resources, Secondary Education
Identifiers—United States

This listing of federally produced curriculum and instructional materials for special needs groups is one of eight annotated bibliographies that provide information for vocational educators at the secondary, postsecondary, and adult levels. Introductory information given includes a description of how to use the listing and sources and ordering information. The remainder of the guide is comprised of citations of printed and audiovisual materials in the following subject areas: handicapped, disadvantaged, older Americans, youth employment, and displaced homemakers. Also included are sections containing general vocational education materials and career education materials. The basic format for each entry is comprised of three sections: (1) bibliographical information, listing the title, publication number, type of material, personal author, federal sponsor, publisher, publication date, number of pages, and the price; (2) a source code, which gives the federal organization from which the material can be ordered; and (3) an annotation or explanatory notes giving the use and intended users of the material. An order form is appended. (LRA).

ED 190 916 CE 026 621

Hill, Carol L. Comp

Vocational Instructional Materials for Business and Office Education Available from Federal Agencies.

Human Resources Management, Inc. Washington, D.C.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date—80

Contract—300-79-0420

Note—32p. ; For related documents see CE 026 614-620

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 065-000-00019-9, $2.25)

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Reference Materials—Bibliographies (131)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Business Education, *Federal Programs, *Instructional Materials, *Office Occupations Education, *Resource Materials, Accounting, Adult Education, Annotated Bibliographies, Banking, Bookkeeping, Career Education, Citations References, Clerical Occupations, Data Processing Occupations, Finance Occupations, Postsecondary Education, Resources, Secondary Education, Typewriting

Identifiers—United States

This listing of federally produced curriculum and instructional materials for business and office education is one of eight annotated bibliographies that provide information for vocational educators at the secondary, postsecondary, and adult levels. Introductory information given includes a description of how to use the listing and sources and ordering information. The remainder of the guide is comprised of citations of printed and audiovisual materials in the following subject areas: general references, accounting and bookkeeping, data programming and systems analysis, receptionist and other business communication, business law, general office typing and related secretarial and word processing, banking and finance, personnel and training programs, and office management and budget analysis. Also included are sections containing general vocational education materials and career education materials. The basic format for each entry is comprised of three sections: (1) bibliographical information, listing the title, publication number, type of material, personal author, federal sponsor, publisher, publication date, number of pages, and the price; (2) a source code, which gives the federal organization from which the material can be ordered; and (3) an annotation or explanatory notes describing the use and intended users of the material. An order form is appended. (LRA).

ED 191 986 CE 024 394

Military Curricula for Vocational & Technical Education. Metals Processing Specialist, Blocks I and II, Classroom Course 13-5.

Chanute AFB Technical Training Center, Ill. Ohio State Univ. Columbus. National Center for Research in Vocational Education

Pub Date—75

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Metal Working, *Trade and Industrial Education, *Welding, Behavioral Objectives, Course Descriptions, Curriculum Guides, Hand Tools, High Schools, Learning Activities, Lesson Plans, Metals, Postsecondary Education, Programed Instructional Materials, Safety, Secondary Education, Skilled Occupations, Study Guides, Units of Study

Identifiers—Military Curriculum Project

These curriculum materials are the first section of a four-part, secondary-postsecondary-level course in metals processing. The course is one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. Block I, Introduction to Oxyacetylene Welding, contains seven lessons covering fifty-four hours of instruction: Shop and Flight Line Safety Practices, Hand Tools, Operation and Maintenance of Welding Equipment, Bead and Lap Joints of Carbon Steel, Butt Joints of Carbon Steel, Tee Joints of Carbon Steel, and Position Welding. Block II, Oxyacetylene Welding, Cutting, Soldering, Brazing, and Hard Surfacing, contains seven lessons covering forty hours of instruction: Mechanical Drawing and Blueprint Reading, Joints of Heat and Corrosion Resistant Ferrous Alloys, Cutting Carbon Steel, Silver and Lead Soldering, Brazing Steel and Gray Iron Castings, Fusion Welding Ferrous Castings, and Hard Surfacing. Instructor materials include a course chart, detailed lesson plans, and a plan of instruction containing the units of instruction, criterion objectives, and additional materials needed. Student materials include a study guide for each block with objectives, information, review exercises, and references for each lesson; programmed text on shop safety; handout of glossary welding terms; and handout bibliographies. Suggested audiovisuals are not provided. (YLB).

ED 191 987 CE 024 395

Military Curricula for Vocational & Technical Education. Metals Processing Specialist, Blocks III and IV, Classroom Course 13-6.

Chanute AFB Technical Training Center, Ill. Ohio State Univ. Columbus. National Center for Research in Vocational Education

Pub Date—75

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC09 Plus Postage

Descriptors—*Metal Working, *Trade and Industrial Education, *Welding, Behavioral Objectives, Course Descriptions, Curriculum Guides, High Schools, Learning Activities, Lesson Plans, Metals, Postsecondary Education, Secondary Education, Skilled Occupations, Units of Study

Identifiers—Military Curriculum Project

These curriculum materials are the second section of a four-part, secondary-postsecondary-level course in metals processing. The course is one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. Block III, Introduction to Metallic Arc Welding, contains six lessons including fifty-eight hours of instruction: Principles of Operation and Maintenance of Arc Welding Machines, Identification and Selection of Electrodes, Stringer Beads and Building Up Worn Surfaces, Fillet Welds in the Flat and Horizontal Positions, Butt Joints of Carbon Steel Plate, and Butt Joints of Carbon Steel Sheet. Block IV, Special Metallic Arts and Resistance Welding Applications, contains six lessons covering fifty-eight hours of instruction: Fillet Welds in the Vertical Position, Fillet Welds in the Overhead Position, Pipe Joints, Heat and Corrosion Resistant Ferrous Alloys, Cast Iron, and Hard Surfacing, Cutting, and Resistance Welding. Instructor materials include a course chart, detailed lesson plans, and a plan of instruction containing the units of instruction, criterion objectives, and additional materials needed. Student materials include a study guide for each block that contains objectives, information, review exercises, and references for each lesson. Suggested audiovisuals are not provided. (YLB).

ED 191 988 CE 024 396

Military Curricula for Vocational & Technical Education. Metals Processing Specialist, Blocks V and VI, Classroom Course 13-7.

Chanute AFB Technical Training Center, Ill. Ohio State Univ. Columbus. National Center for Research in Vocational Education

Pub Date—75

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC12 Plus Postage

Descriptors—*Aviation Mechanics, *Metal Working, *Repair, *Trade and Industrial Education, *Welding, Behavioral Objectives, Course Descriptions, Curriculum Guides, High Schools,

Learning Activities, Lesson Plans, Metals, Postsecondary Education, Secondary Education, Skilled Occupations, Units of Study
Identifiers—Aircraft, Military Curriculum Project

These curriculum materials are the third section of a four-part, secondary-postsecondary-level course in metals processing. The course is one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. Block V, Inert Gas Shielded Welding of High Performance Aircraft Metals, has nine lessons containing eighty-eight hours an instruction: Inert Gas Shielded Welding, Joints of Heat and Corrosion Resistant Ferrous Alloys, Position Welding of Heat and Corrosion Resistant Ferrous Alloys, Joints of Aluminum and Aluminum Alloy Sheet and Plate, Butt Joints of Magnesium, Joints of A-286 Alloy, Joints of Chromoloy, Butt Joints of Nickel Base Alloys, and Butt Joints of Titanium and Titanium Alloy Sheet. Block VI, Pipe, Tubing, and Aircraft Exhaust and Jet Engine Hot Section Repair, has six lessons covering fifty-eight hours of instruction: Joints of Heat and Corrosion Resistant Ferrous Alloy Pipe, Joints of Alumimum Alloy Pipe and Tubing, Butt Patches on Jet Engine Hot Section Parts, Fillet Patches on Jet Engine Hot Section Parts, Reciprocating Engine Exhaust Manifold Repair, and Welding of Carbon and Alloy Steel Tubular Assemblies. Instruction materials include a course chart, detailed lesson plans, and a plan of instruction containing the units of instruction, criterion objectives, and additional materials needed. Student materials include a study guide for each block with objectives, information, review exercises, and references for each lesson. Suggested audiovisuals are not provided. (YLB).

ED 191 989 CE 024 397

Military Curricula for Vocational & Technical Education. Metals Processing Specialist, Block VII, Classroom Course 13-8.
Chanute AFB Technical Training Center, Ill. Ohio State Univ. Columbus. National Center for Research in Vocational Education

Pub Date—75
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Finishing, *Machine Tools, *Metal Working, *Trade and Industrial Education, *Welding, Behavioral Objectives, Course Descriptions, Curriculum Guides, High Schools, Learning Activities, Lesson Plans, Metals, Postsecondary Education, Secondary Education, Skilled Occupations, Units of Study
Identifiers—Military Curriculum Project

These curriculum materials are the fourth section of a four-part, secondary-postsecondary-level course in metals processing. The course is one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. Block VII deals with heat treating, hardness testing, cleaning, and electroplating. It contains six lessons covering fifty-six hours of instruction: Safety and Operation of Heat Treating Furnaces; Identification and Classification of Metals; Hardness Testing; Heat Treatment of Ferrous Metals; Heat Treatment of Heat and Corrosion Resistant Ferrous Alloys, Nickel Base Alloys, Aluminum and Aluminum Alloys, and Titanium Alloys; and Cleaning, Plating, and Corrosion Control. Instructor materials include a course chart, detailed lesson plans, and a plan of instruction containing the units of instruction, criterion objectives, and additional materials needed. Student materials include a study guide which contains objectives, information, review exercises, and references for each lesson. Suggested audiovisuals are not provided. (YLB).

ED 191 991 CE 025 857

Webb, Anita H. And Others
Seafood Products: An Instructional Guide for Home Economics Programs.
Virginia Polytechnic Inst. and State Univ. Blacksburg
Pub Date—79
Available from—Virginia Polytechnic Institute and State University Sea Grant, Virginia Polytechnic Institute and State University, Blacksburg, VA 24061 ($6.00; $5.40, quantity price)
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Consumer Education, *Foods Instruction, *Home Economics, *Nutrition Instruction, Behavioral Objectives, Elementary Secondary Education, Food, Food Service, Learning Activities, Postsecondary Education

The instructional materials contained in this guide are designed for consumer and nutrition education and have been structured in accordance with federal regulations for vocational consumer and homemaking educational programs. Instructional objectives and activities are divided into three levels: level 1 for youth in exploratory/beginning programs, level 2 for intermediate level programs, and level 3 for advanced home economics students. Each level contains an overview providing concepts to be covered, generalizations, objectives, and evaluation measures for the section. Exercises in level 1 involve the food value of seafood, differences between finfish and shellfish, and seafood snacks. Provided in level 2 are exercises and charts on nutrition, fish cuts and forms, inspection and grading, characteristics of good quality seafood, season availability, market forms, and seafood purchase, preparation, and storage. Therapeutic diets, characteristics of good quality, cleaning and filleting, sanitation, storage, processing, cost analysis, consumer information and advanced preparation are covered in level 3 activities. In addition to conventional exercises, this guide contains such supplementary activities as seafood puzzles, riddles, and scrabble. Drawings, references, and resource materials are appended. (CE 025 858 is a seafood manual for school food service personnel and CE 025 859 is a seafood guide for occupational food service programs.) (MN).

ED 191 992 CE 025 858

Whitaker, Carol S. Webb, Anita H.
Seafood Manual for School Food Service Personnel.
Virginia Polytechnic Inst. and State Univ. Blacksburg
Pub Date—78
Available from—Virginia Polytechnic Institute and State University Sea Grant, Virginia Polytechnic Institute and State University, Blacksburg, VA 24061 ($1.50)
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Ancillary School Services, *Food, *Food Service, *Food Standards, *Nutrition, Learning Activities, Nutrition Instruction, Occupational Home Economics

Seafood information pertinent to the needs of school food service personnel is presented. Each of five sections contains information considered important by school food service managers and supervisors as indicated in a national survey (1977). Provided in section one are a narrative section, graph, and chart on seafood nutritive value. The next section on seafood selection describes (1) market forms of fresh and frozen fish, (2) physical characteristics of fresh whole/filleted fish, (3) such purchase criteria as availability, market forms, quantity, and inspection, and (4) writing specifications for bidding. Storage of seafood is covered in section 3. Included in the preparation information given in section 3 are charts, illustrations, and a narrative section on thawing, cooking, and serving seafood. Suggestions on how school food programs can cooperate with classroom teachers to provide nutrition education are listed in section 5 which includes learning activities and resource agency addresses. A short bibliography is appended. (CE 025 857 is a seafood products instructional guide for home economics programs and CE 025 859 is a seafood products guide for occupational food service programs.) (MN).

ED 191 993 CE 025 859

Webb, Anita H. And Others
Seafood Products: Food Service Program Guide.
Virginia Polytechnic Inst. and State Univ. Blacksburg
Pub Date—79
Available from—Virginia Polytechnic Institute and State University Sea Grant, Virginia Polytechnic Institute and State University, Blacksburg, VA 24061 ($4.00; $3.60, quantity price)
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techni-

ques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC05 Plus Postage

Descriptors—*Food Service, *Foods Instruction, *Nutrition Instruction, *Occupational Home Economics, Advertising, Behavioral Objectives, Food, Food Standards, Games, Learning Activities, Postsecondary Education, Puzzles, Secondary Education, Tests

The nine lessons and supplementary activities included in this seafood food service program guide are intended for use in secondary and postsecondary occupational home economics food service programs. Material covers nutrition, therapeutic diets, harvesting methods, quality assessment, fish cuts and forms, inspection, dressing, storage, sanitation, preparation, garnishing, menu planning, cost analysis, advertising, and serving. Specific lesson objectives include (1) identification of fish types, cuts, and nutrients; (2) understanding of inspection purposes and techniques; (3) development of skills in purchasing, cleaning, storing, dressing, and preparing fish; (4) developing advertising plans to promote a seafood buffet; (5) evaluating form, taste, and recipes. Each lesson provides for actual hands-on experience in handling fish and such learning activities as exercises, games, puzzles. Tests are included at the end of each lesson, and lists of references and resources are appended. Drawings of fish types and cuts, fishing gear, and inspection seals constitute one-third of the document. Supplementary activities recommended for use with this guide include a field trip (planned in lesson 5) and the utilization of resources persons. (MN).

ED 192 014 CE 026 256

Assistant Drivers Trainee Study Guide. New York State School Bus Driver Training Program.

New York State Education Dept. Albany

Pub Date—80

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC06 Plus Postage

Descriptors—*Disabilities, *Driver Education, *First Aid, *School Buses, *Students, *Student Transportation, Adult Vocational Education, Attitude Change, Behavioral Objectives, Bus Transportation, Responsibility, Service Occupations, Student Behavior, Study Guides

Identifiers—Bus Drivers, New York

This assistant drivers trainee study guide is designed for use by students in a school bus driver instruction program as a preclass assignment, a textbook/notebook during instruction, and a reference book after instruction. A companion instructor's guide is available separately—see Note. The guide is divided into five units: (1) Developing a Positive Attitude toward Handicapping Conditions, (2) Who are the Children with Handicapping Conditions, (3) Responsibilities of the School Bus Transportation Team, (4) Behavior Management Techniques, and (5) First Aid. Each unit contains the following: table of content, statement of objectives, complete textual outline of the necessary content material trainees must learn to accomplish the objectives, a column for trainee's notes beside the text material, and unit review questions. (YLB).

ED 192 015 CE 026 257

Rogers, R. Delano

Assistant Drivers Instructor's Manual. New York State School Bus Driver Training Program.

New York State Education Dept. Albany

Pub Date—80

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC07 Plus Postage

Descriptors—*Disabilities, *Driver Education, *First Aid, *School Buses, *Students, *Student Transportation, Adult Vocational Education, Attitude Change, Behavioral Objectives, Bus Transportation, Guidelines, Responsibility, Service Occupations, Student Behavior

Identifiers—Bus Drivers, New York

This assistant drivers instructor's manual for a school bus driver instructional program accompanies a student study guide—see Note. The manual is divided into five units: (1) Developing a Positive Attitude Toward Handicapping Conditions, (2) Who Are the Children with Handicapping Conditions, (3) Responsibilities of the School Bus Transportation Team, (4) Behavior Management Techniques, and (5) First Aid. Each unit contains the following: table of contents, statement of objectives, complete textual outline of the necessary content material trainees must learn to accomplish the objectives, complete instructor's guidelines, and unit review questions. Answers to the unit review questions are presented in a block at the end. (YLB).

ED 192 017 CE 026 302

Thornton, L. Jay And Others

Cosmetology Reading Strategies. 1980 Vocational Reading Series.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education. Pennsylvania State Univ. University Park. Div. of Occupational and Vocational Studies

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—80

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC05 Plus Postage

Descriptors—*Cloze Procedure, *Corrective Reading, *Cosmetology, *Readability, *Reading Difficulties, *Vocational Education, Case Grammar, Content Area Reading, Directed Reading Activity, Job Skills, Learning Activities, Learning Disabilities, Postsecondary Education, Readability Formulas, Reading Comprehension, Reading Skills, Secondary Education, Teaching Methods

Identifiers—SQ4R Method

Cosmetology Reading Strategies is one of five instructional guides in the Reading Strategies in Vocational Education Series. Developed to assist teachers working with students considered disadvantaged because of reading deficiency, the guide contains several strategies, suitable for adaptation, specifically related to cosmetology instruction. Each of six sections into which the guide is divided contains informational material and extensive examples and exercises. Section 1 concerns readability and gives procedures and guidelines for how to collect samples and how many samples to collect. Section 2 briefly describes the Cloze procedure and its usefulness as a reading test and as a teaching technique for the theory of case grammar. The following four sections each present a set of important reading skills: Basic Vocabulary Skills, Paragraph Comprehension, SQ4R (Survey, Question, Read, Record, Recite, Review), and Recognizing and Recording Complex Information. Each skill is broken down into segments requiring no more than 5-10 minutes of class time every other day. Homework utilizes text assignments normally required. Following individual skill discussions is the part, Textbook Application, where each skill is applied to the course's own textbook. Each section ends with additional suggestions for teaching the new skills. (A time frame is provided for teaching the skills.) (YLB).

ED 192 018 CE 026 303

Thornton, L. Jay And Others

Medical Assisting Reading Strategies. 1980 Vocational Reading Series.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education. Pennsylvania State Univ. University Park. Div. of Occupational and Vocational Studies

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—80

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC06 Plus Postage

Descriptors—*Allied Health Occupations Education, *Cloze Procedure, *Corrective Reading, *Medical Assistants, *Readability, *Reading Difficulties, Case Grammar, Content Area Reading, Directed Reading Activity, Job Skills, Learning Activities, Learning Disabilities, Postsecondary Education, Readability Formulas, Reading Comprehension, Reading Skills, Secondary Education, Teaching Methods, Vocational Education

Identifiers—SQ4R Method

Medical Assisting Reading Strategies is one of five instructional guides in the Reading Strategies in Vocational Education Series. Developed to assist teachers working with students considered disadvantaged because of reading deficiency, the guide contains several strategies, suitable for adaptation, specifically related to medical assisting instruction. Each of six sections into which the guide is divided contains informational material and extensive examples and exercises. Section 1 concerns readability and gives procedures and guidelines for method and number of samples to collect. Section 2 briefly describes the Cloze procedure and its usefulness as a reading test and as a teaching technique for the theory of case grammar. The following four sections each present a set of important reading skills: Basic Vocabulary Skills, Paragraph Comprehension, SQ4R (Survey, Question, Read, Record, Recite, Review), and Recognizing and Recording Complex Information. Each skill is broken down into segments requiring no more than 5-10 minutes of class time every other day. Homework utilizes text assignments normally required. Following individual skill discussions is the part, Textbook Application, where each skill is applied to the course's own textbook. Each section ends with additional suggestions for teaching the new skills. (A time frame is provided for teaching the skills.) (YLB).

ED 192 019 CE 026 310

Beasley, Georgia Blair, Comp

Home Economics: An Annotated Bibliography.

Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education. Mississippi State Univ. Mississippi State. Coll. of Education

Pub Date—79

Pub Type—Reference Materials—Bibliographies (131)

EDRS Price—MF02/PC22 Plus Postage

Descriptors—*Clothing Instruction, *Family Life Education, *Home Economics, *Home Economics Education, *Housing, *Professional Development, Adult Education, Annotated Bibliographies, Consumer Education, Cooking Instruction, Cooperative Education, Curriculum, Curriculum Guides, Day Care, Disabilities, Elementary Secondary Education, Food Service, Foods Instruction, Home Economics Skills, Home Furnishings, Homemaking Skills, Inservice Teacher Education, Instructional Materials, Interior Design, Needle Trades, Nutrition Instruction, Occupational Home Economics, Parenthood Education, Postsecondary Education, Sewing Instruction, Teaching Guides, Vocational Education

This annotated bibliography is an attempt to provide a fairly extensive listing of available resource materials related to home economics. It does not attempt to include materials listed in readily available catalogs produced by commercial sources, government agencies, or other agencies which normally supply their lists to teachers. The approximately 500 entries are divided into eight sections: comprehensive, child care, clothing, consumer education, family living, foods, housing, and professional development. Each section begins with an alphabetical title breakdown. The format for each resource is as follows: title, type material, intended user, cost, catalog number, date, publisher and address, and description. Two appendixes, found at the beginning, include tips for using the bibliography and instructions for ordering materials. (YLB).

ED 192 020 CE 026 311

Beasley, Georgia Blair, Comp

An Activities Handbook for Child Care: Science.

Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education. Mississippi State Univ. Mississippi State. Coll. of Education

Pub Date—79

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—*Elementary School Science, *Learning Activities, *Occupational Home Economics, *Science Education, Classroom Techniques, Curriculum Guides, Day Care, Instructional Materials, Lesson Plans, Preschool Education, Resource Materials, Science Activities, Secondary Education, Visual Aids

Designed for both the home economics teacher as a reference in planning a science unit in the child care curriculum, and for the student of child care as a resource for planning science activities, this handbook contains six units for teaching science to preschool children. Five of the units teach through imaginative finger plays and songs, and all contain learning activities to help children explore their world through touching, tasting, observing, and investigating. Some activities provide practice in classroom skills, while others encourage creativity by the students. Topics covered include: Understanding the Body, Seasons/Weather, Animals, Plant Power, Machines and Tools, and Force and Pressure. Visuals for bulletin board or projector occur throughout the units. Appendixes contain suggested science resources including records, pictures, films and filmstrips, and children's science books; a plan for a discovery center; a list of free or inexpensive science materials; suggestions for teaching science activities; a blank activity plan form; and an instructor checklist for a science presentation. A bibliography is also included. (KC).

ED 192 023 CE 026 374

Thornton, L. Jay And Others

Trade and Industrial Reading Strategies. 1980 Vocational Reading Series.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education. Pennsylvania State Univ. University Park. Div. of Occupational and Vocational Studies

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—80

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC06 Plus Postage

Descriptors—*Cloze Procedure, *Corrective Reading, *Readability, *Reading Difficulties, *Trade and Industrial Education, Case Grammar, Content Area Reading, Directed Reading Activity, Job Skills, Learning Activities, Learning Disabilities, Postsecondary Education, Readability Formulas, Reading Comprehension, Reading Skills, Secondary Education, Teaching Methods, Vocational Education

Identifiers—SQ4R Method

Trade and Industrial Reading Strategies is one of five instructional guides in the Reading Strategies in Vocational Education Series. Developed to assist teachers working with students considered disadvantaged because of reading deficiency, the guide contains several strategies, suitable for adaptation, specifically related to trade and industrial education. Each of six sections into which the guide is divided contains informational material and extensive examples and exercises. Section 1 concerns readability and gives procedures and guidelines for collecting samples and how many to collect. Section 2 briefly describes the Cloze procedure and its usefulness as a reading test and as a teaching technique for the theory of case grammar. The following four sections each present a set of important reading skills: Basic Vocabulary Skills, Paragraph Comprehension, SQ4R (Survey, Question, Read, Record, Recite, Review), and Recognizing and Recording Complex Information. Each skill is broken down into segments requiring no more than 5-10 minutes of class time every other day. Homework utilizes text assignments normally required. Following individual skill discussions is the part, Textbook Application, where each skill is applied to the course's own textbook. Each section ends with additional suggestions for teaching the new skills. (A time frame is provided for teaching the skills.) (YLB).

ED 192 024 CE 026 375

Thornton, L. Jay And Others

Data Processing Reading Strategies. 1980 Vocational Reading Series.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education. Pennsylvania State Univ. University Park. Div. of Occupational and Vocational Studies

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—80

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC06 Plus Postage

Descriptors—*Business Education, *Cloze Procedure, *Corrective Reading, *Data Processing, *Readability, *Reading Difficulties, Case Grammar, Computer Science Education, Content Area Reading, Directed Reading Activity, Job Skills, Learning Activities, Learning Disabilities, Postsecondary Education, Readability Formulas, Reading Comprehension, Reading Skills, Secondary Education, Teaching Methods, Vocational Education

Identifiers—SQ4R Method

Data Processing Reading Strategies is one of five instructional guides in the Reading Strategies in Vocational Education Series. Developed to assist teachers working with students considered disadvantaged because of reading deficiency, the guide contains several strategies, suitable for adaptation, specifically related to data processing instruction. Each of six sections into which the guide is divided contains informational material and extensive examples and exercises. Section 1 concerns readability and gives procedures and guidelines for collecting samples and how many to collect. Section 2 briefly describes the Cloze procedure and its usefulness as a reading test and as a teaching technique for the theory of case grammar. The following four sections each present a set of important reading skills: Basic Vocabulary Skills, Paragraph Comprehension, SQ4R (Survey, Question, Read, Record, Recite, Review), and Recognizing and Recording Complex Information. Each skill is broken down into segments requiring no more than 5-10 minutes of class time every other day. Homework utilizes text assignments normally required. Following individual skill discussions is the part, Textbook Application, where each skill is applied to the course's own testbook. Each section ends with additional suggestions for teaching the new skills. (A time frame is provided for teaching the skills.) (YLB).

ED 192 025 CE 026 376

Thornton, L. Jay And Others
Carpentry Reading Strategies. Vocational Reading Series.
Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education. Pennsylvania State Univ. University Park. Div. of Occupational and Vocational Studies
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—80
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC05 Plus Postage
Descriptors—*Carpenters, *Cloze Procedure, *Corrective Reading, *Readability, *Reading Difficulties, *Trade and Industrial Education, Cabinetmaking, Case Grammar, Content Area Reading, Directed Reading Activity, Job Skills, Learning Activities, Learning Disabilities, Postsecondary Education, Readability Formulas, Reading Comprehension, Reading Skills, Secondary Education, Teaching Methods, Vocational Education, Woodworking
Identifiers—SQ4R Method

Carpentry Reading Strategies is one of five instructional guides in the Reading Strategies in Vocational Education Series. Developed to assist teachers working with students considered disadvantaged because of reading deficiency, the guide contains several strategies, suitable for adaptation, specifically related to carpentry instruction. Each of six sections into which the guide is divided contains informational material and extensive examples and exercises. Section 1 concerns readability and gives procedures and guidelines for how many samples to collect and how to collect them. Section 2 briefly describes the Cloze procedure and its usefulness as a reading test and as a teaching technique for the theory of case grammar. The following four sections each present a set of important reading skills: Basic Vocabulary Skills, Paragraph Comprehension, SQ4R (Survey, Question, Read, Record, Recite, Review), and Recognizing and Recording Complex Information. Each skill is broken down into segments requiring no more than 5-10 minutes of class time every other day. Home work utilizes text assignments normally required. Following individual skill discussions is the part, Textbook Application, where each skill is applied to the course's own textbook. Each section ends with additional suggestions for teaching the new skills. (A time frame is provided for teaching the skills.) (YLB).

ED 192 031 CE 026 433

Glick, Georgia S. Upton, Linda Kulow
Techniques for Eliminating Sex Discrimination from Vocational Education: An Instructor's Guide for Culinary Arts.
Minuteman Regional Vocational Technical School, Lexington, Mass
Spons Agency—Massachusetts State Dept. of Education, Boston
Pub Date—79
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC05 Plus Postage
Descriptors—*Classroom Techniques, *Instructional Improvement, *Occupational Home Economics, *Sex Fairness, *Student Attitudes, *Textbook Bias, Food Service Occupations, Postsecondary Education, School Shops, Secondary Education, Self Concept, Sex Bias, Sex Differences, Sex Discrimination, Teacher Improvement, Teaching Methods, Textbook Evaluation
Identifiers—Massachusetts

This instructor's guide addresses issues of sex bias as they occur in the shop area of the Culinary Arts Program. The first part gives general background by discussing sex discrimination and schools and course enrollments by sex and the Culinary Arts shop at the Minuteman Regional Vocational Technical School, Massachusetts. A second, and much larger, part focuses on strategies (developed at Minuteman) to overcome the effects of sex bias. It describes three focuses of the plan of action: Culinary Arts instructional materials, students' self concepts and biases, and instructor's shop management.

Three sections discuss activities undertaken. The first section describes procedures used to review department textbooks, reports findings, and outlines strategies to counteract bias. The second focuses on the survey of students' attitudes and sex differences and reports major findings and conclusions. The third section concerns the self-examination of instructors' actions in the shop and lists strategies for seven aspects of the curriculum. A checklist follows, which is both a summary of manual highlights and an instrument for self-monitoring. Extensive appendixes provide relevant articles and materials, including checklists for evaluating materials, analyses of textbooks, student survey, and selections from 'Guidelines for Sex-Fair Vocational Education Materials'. (YLB).

ED 192 036 CE 026 463

Nolting, Greg And Others
Development of an Individualized and Group Instructional Program Based on Financial Management for Adult/Young Farmers in Vocational Agriculture Programs in Missouri. Final Report.
Missouri Univ. Columbia
Spons Agency—Missouri State Dept. of Elementary and Secondary Education, Jefferson City
Pub Date—80
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Reports—Descriptive (141)
EDRS Price—MF01/PC16 Plus Postage
Descriptors—*Adult Farmer Education, *Agricultural Education, *Curriculum Development, *Farm Accounts, *Vocational Education, *Young Farmer Education, Accounting, Competency Based Education, Computer Programs, Course Content, Farmers, Farm Management, Group Instruction, Individualized Instruction, Instructional Materials, Learning Activities, Lesson Plans, Postsecondary Education, Recordkeeping
Identifiers—Missouri

A study was conducted to develop competency-based curriculum materials and a computer-based analysis system for farm business records to assist local vocational agriculture teachers of adult/young farmers in their group and individualized instructional programs. A list of thirty-five competencies in financial management were validated using responses from a random sample of ten adult/young farmer teachers, fifty adult/young farmer enrollees, and ten representatives of agricultural credit. The farm business records of thirty-nine enrollees in seventeen local schools throughout Missouri were used in the pilot project of analyzing records. Output data for each farm business included a depreciation schedule, cash flow, profit and loss statement, financial statement, enterprise analysis of each enterprise with comparative results, and a 1040F tax form. In addition, three computer programs that can be accessed with remote data terminals were developed. The curriculum materials developed in the project were comprised of ten lessons in a unit titled Establishing a Farm Accounting System. Among the lessons developed were (1) Introduction to Keeping Records, (2) Planning the Year's Cash Flow, (3) Developing Depreciation Schedules for Machinery, (4) Setting up Farm Inventories and Financial Statements, (5) Keeping Enterprise Records, and (6) Using Concept of Time Value in Planning. (LRA).

ED 192 039 CE 026 484

Lloyd, Anthony And Others
Bilingual Vocational Educational Curriculum Development.
New York Univ. N.Y. Dept. of Technology and Industrial Education
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—79
Contract—G007702218

Note—207p. ; The glossary may not reproduce well due to light type

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Bilingual Education, *Curriculum Development, *Instructional Materials, *Material Development, *Readability, *Vocational Education, Adult Education, Chinese, Curriculum Design, French, Non English Speaking, Postsecondary Education, Readability Formulas, Secondary Education, Spanish, Test Construction, Testing, Translation

Identifiers—Bilingual Materials, Limited English Speaking

This handbook for the bilingual vocational curriculum specialist contains seven modules which describe the process of developing curriculum materials to be used by students of limited-English-speaking ability. Module 1 is an introduction to the handbook which discusses bilingual education in the United States and the role of the teacher in bilingual education. Module 2 concerns the general principles of curriculum development for vocational education subjects. It outlines these phases: preparatory, assemble and critique resources, prepare cultural profile, develop curriculum plan, establish curriculum design, preparation of trial modules, critical review of trial modules, complete curriculum product, and reality test product. Module 3, Readability: Language and Style, describes considerations and procedures for writing materials in simplified English. Module 4 deals with translation of materials. Module 5 discusses testing minority students and constructing linguistically fair tests. Examples are given in English, French, Spanish, and Chinese. Module 6 lists resources. Appendixes (Module 7) include an article on cognitive styles and culture and a glossary. The glossary, amounting to approximately half of the handbook, is a restricted list of words suitable for writing vocational materials. The fewer than 700 words are presented in English, Spanish, French, and Chinese. (YLB).

ED 192 051 CE 026 534

Kansas Vocational Agriculture Education. Basic Core Curriculum I.

Kansas State Dept. of Education, Topeka. Dept. of Vocational Agriculture. Kansas State Univ. Manhattan

Pub Date—77

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Tests, Questionaires, Evaluation instru ments (160)

EDRS Price—MF03 Plus Postage. PC Not Available from EDRS

Descriptors—*Agricultural Education, *Agricultural Engineering, *Agronomy, *Animal Husbandry, *Supervised Farm Practice, *Vocational Education, * Agricultural Safety, Behavioral Objectives, Career Planning, Careers, Course Content, High Schools, Leadership, Learning Activities, Secondary Education, State Curriculum Guides, Student Organizations, Teaching Guides, Units of Study

Identifiers—Kansas

This secondary vocational agricultural curriculum guide is one of a set of four designated as the basic core of instruction for vocational agriculture programs in Kansas. Units of instruction are presented in six sections: (1) Orientation and Careers, (2) Leadership, (3) Supervised Experience Programs, (4) Animal Science, (5) Plant and Soil Science, and (6) Agricultural Mechanics. Each unit is comprised of the following parts: terminal objectives, specific objectives, orientation with suggested instructor and student activities and references, information sheets, assignment sheets, unit test, and unit test answers. (YLB).

ED 192 052 CE 026 535

Kansas Vocational Agriculture Educaton. Basic Core Curriculum IV.

Kansas State Dept. of Education, Topeka. Dept. of Vocational Agriculture. Kansas State Univ. Manhattan

Pub Date—75

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Tests, Questionaires, Evaluation instru ments (160)

EDRS Price—MF06 Plus Postage. PC Not Available from EDRS

Descriptors—*Agricultural Education, *Agricultural Engineering, *Agronomy, *Farm Management, *Supervised Farm Practice, *Vocational Education, Agricultural Machinery, Behavioral Objectives, Career Planning, Careers, Course Content, High Schools, Leadership, Learning Activities, Secondary Education, State Curriculum Guides, Student Organizations, Teaching Guides, Units of Study

Identifiers—Kansas

This secondary vocational agricultural curriculum guide is one of a set of four designated as the basic core of instruction for vocational agriculture programs in Kansas. Units of instruction are presented in four sections: (1) Supervised Training Programs, (2) Leadership, (3) Plant and Soil Science, and (4) Farm Mechanics. Each unit is comprised of the following parts: terminal objectives, specific objectives, orientation with suggested instructor and student activities and references, information sheets, assignment sheets, unit test, and unit test answers. (YLB).

ED 192 053 CE 026 536

Adamsky, Richard A. And Others

Assist Learners in Obtaining the Various Voccational Instructional Certificates Issued in Pennsylvania. Professional Preparation Module: Resource Person.

Temple Univ. Philadelphia, Pa. Div. of Vocational Education

Spons Agency—Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg

Pub Date—80

Contract—85-9825; 86-8809; 94-8011

Note—171p. ; Small type in reproduced forms will not reproduce well. For related documents see CE 026 537-548, CE 026 551, and CE 026 821-826

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC07 Plus Postage

Descriptors—*Competency Based Teacher Education, *Degree Requirements, *Inservice Teacher Education, *Resource Teachers, *Teacher Certification, *Vocational Education, Bachelors Degrees, Behavioral Objectives, Educational Certificates, Learning Activities, Learning Modules, Tests, Vocational Education Teachers

Identifiers—Pennsylvania

This module is one in a series of thirteen specifically designed to help vocational educators develop the skills needed to function as resource persons to learners enrolled in field-centered competency-based teacher preparation programs. (These learners are persons with appropriate occupational experience and competence who are being prepared as teachers on an inservice basis.) The objective of this module is to help develop skill in assisting learners in obtaining the appropriate various vocational instructional certificates issued in Pennsylvania. Contents include seven learning experiences based on six enabling objectives. A list of outside resources which supplement those contained within the module is presented. Each learning experience contains some or all of the following materials: enabling objective; learning activity (activities), including information sheets, case studies, and self-checks with model answer (as feedback); and optional activity (activities). (YLB).

ED 192 054 CE 026 537

Adamsky, Richard A. And Others

Conduct a CBTE Orientation Program. Professional Preparation Module: Resource Person.

Temple Univ. Philadelphia, Pa. Div. of Vocational Education

Spons Agency—Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg

Pub Date—80

Contract—85-9825; 86-8809; 94-8011

Note—57p. ; For related documents see CE 026 536-548, CE 026 551, and CE 026 821-826

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Competency Based Teacher Education, *Orientation, *Resource Teachers. *Vocational Education, Behavioral Objectives, Learning Activities, Learning Modules, Tests, Vocational Education Teachers

This module is one in a series of thirteen specifically designed to help vocational educators develop the skills needed to function as resource persons to learners enrolled in field-centered competency-based teacher preparation programs. (These learners are persons with appropriate occupational experience and competence who are being prepared as teachers on an inservice basis.) The objective of this module is to help develop skill in orienting learners to the competency-based teacher education program they will enter. Contents include five learning experiences based on four enabling objectives. A list of outside resources which supplement those contained within the module is presented. Each learning experience contains some or all of the following materials: enabling objective; learning activity (activities), including information sheets, case studies, and self-checks with model answer (as feedback); and optional activity (activities). (YLB).

ED 192 055 CE 026 538

Adamsky, Richard A. And Others

Conduct a Helping Conference. Professional Preparation Module: Resource Person.

Temple Univ. Philadelphia, Pa. Div. of Vocational Education

Spons Agency—Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg

Pub Date—80

Contract—85-9825; 86-8809; 94-8011

Note—51p. ; For related documents see CE 026 536-548, CE 026 551, and CE 026 821-826

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Competency Based Teacher Education, *Faculty Development, *Resource Teachers, *Self Evaluation Individuals, *Teacher Improvement, *Vocational Education, Behavioral Objectives, Conferences, Learning Activities, Learning Modules, Performance, Teacher Evaluation, Tests, Vocational Education Teachers

This module is one in a series of thirteen specifically designed to help vocational educators develop the skills needed to function as resource persons to learners enrolled in field-centered competency-based teacher preparation programs. (These learners are persons with appropriate occupational experience and competence who are being prepared as teachers on an inservice basis.) The objective of this module is to help develop skill in optimizing learners' potentials for continued professional growth and assisting learners to explore ways for improving their performance. Contents include five learning experiences based on four enabling objectives. A list of outside resources which supplement those contained within the module is presented. Each learning experience contains some or all of the following materials: enabling objective; learning activity (activities), including information sheets, case studies, and self-checks with model answer (as feedback); and optional activity (activities). (YLB).

ED 192 056 CE 026 539

Adamsky, Richard A. And Others

Conduct an Observation Session. Professional Preparation Module: Resource Person.

Temple Univ. Philadelphia, Pa. Div. of Vocational Education

Spons Agency—Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg

Pub Date—80

Contract—85-9825; 86-8809; 94-8011

Note—37p. ; For related documents see CE 026 536-548, CE 026 551, and CE 026 821-826

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Classroom Observation Techniques, *Competency Based Teacher Education, *Lesson Observation Criteria, *Resource Teachers, *Teacher Evaluation, *Vocational Education, Behavioral Objectives, Learning Activities, Learning Modules, Observation, Teacher Behavior, Tests, Vocational Education Teachers

This module is one in a series of thirteen specifically designed to help vocational educators develop the skills needed to function as resource persons to learners enrolled in field-centered competency-based teacher preparation programs. (These learners are persons with appropriate occupational experience and competence who are being prepared as teachers on an inservice basis.) The objective of this module is to help develop skill in conducting a personal observation of an intern's teaching behavior, including the ability to use various sources of information to plan for the observation and to focus the observation itself. Contents include four learning experiences based on three enabling objectives. A list of outside resources which supplement those contained within the module is presented. Each learning experience contains some or all of the following materials: enabling objective; learning activity (activities), including information sheets, case studies, and self-checks with model answer (as feedback); and optional activity (activities). (YLB).

ED 192 057 CE 026 540

Adamsky, Richard A. And Others

Conduct a Small Group Meeting. Professional Preparation Module: Resource Person.

Temple Univ. Philadelphia, Pa. Div. of Vocational Education

Spons Agency—Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg

Pub Date—80

Contract—85-9825; 86-8809; 94-8011

Note—30p. ; For related documents see CE 026 536-548, CE 026 551, and CE 026 821-826

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Competency Based Teacher Education, *Group Dynamics, *Leadership, *Resource Teachers, *Small Group Instruction, *Vocational Education, * Behavioral Objectives, Leadership Training, Learning Activities, Learning Modules, Tests, Vocational Education Teachers

This module is one in a series of thirteen specifically designed to help vocational educators develop the skills needed to function as resource persons to learners enrolled in field-centered competency-based teacher preparation programs. (These learners are persons with appropriate occupational experience and competence who are being prepared as teachers on an inservice basis.) The objective of this module is to help develop skill in (1) identifying these occasions when group instruction is most appropriate and (2) conducting a small group meeting. Contents include three learning experiences based on two enabling objectives. A list of outside resources which supplement those contained within the module is presented. Each learning experience contains some or all of the following materials: enabling objective; learning activity (activities), including information sheets, case studies, and self-checks with model answer (as feedback); and optional activity (activities). (YLB).

ED 192 058 CE 026 541

Adamsky, Richard A. And Others

Establish and Maintain Records in the VITAL Management Information System. Professional Preparation Module: Resource Person.

Temple Univ. Philadelphia, Pa. Div. of Vocational Education

Spons Agency—Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg

Pub Date—80

Contract—85-9825; 86-8809; 94-8011

Note—108p. ; For related documents see CE 026 536-548, CE 026 551, and CE 026 821-826

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC05 Plus Postage

Descriptors—*Competency Based Teacher Education, *Management Information Systems, *Recordkeeping, *Resource Teachers, *Student Records, *Vocational Education, Behavioral Objectives, Learning Activities, Learning Modules, Tests, Vocational Education Teachers

Identifiers—Temple University PA

This module is one in a series of thirteen specifically designed to help vocational educators develop the skills needed to function as resource persons to learners enrolled in field-centered competency-based teacher preparation programs. (These learners are persons with appropriate occupational experience and competence who are being prepared as teachers on an inservice basis.) The objective of this module is to help develop skill in enrolling an intern/student and maintaining his/her records in the VITAL-MIS, a management information system developed and used at Temple University. Contents include six learning experiences based on five enabling objectives. A list of outside resources which supplement those contained within the module is presented. Each learning experience contains some or all of the following materials: enabling objective; learning activity (activities), including information sheets, case studies, and self-checks with model answer (as feedback); and optional activity (activities). (YLB).

ED 192 059 CE 026 542

Adamsky, Richard A. And Others

Evaluate a Product or Process Type Teaching Performance. Professional Preparation Module: Resource Person.

Temple Univ. Philadelphia, Pa. Div. of Vocational Education

Spons Agency—Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg

Pub Date—80

Contract—85-9825; 86-8809; 94-8011

Note—59p. ; For related documents see CE 026 536-548, CE 026 551, and CE 026 821-826

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Competency Based Teacher Education, *Lesson Observation Criteria, *Resource Teachers, *Teacher Effectiveness, *Teacher Evaluation, *Vocational Education, Behavioral Objectives, Classroom Observation Techniques, Evaluation Criteria, Learning Activities, Learning Modules, Performance, Simulation, Teacher Behavior, Tests, Vocational Education Teachers

This module is one in a series of thirteen specifically designed to help vocational educators develop the skills needed to function as resource persons to learners enrolled in field-centered competency-based teacher preparation programs. (These learners are persons with appropriate occupational experience and competence who are being prepared as teachers on an inservice basis.) The objective of the module is to help develop skill in assessing a product- or process-type teaching performance to stated criteria to assist teachers in becoming more effective in their daily school activities. Contents include five learning experiences based on four enabling objectives. A list of outside resources which supplement those contained within the module is presented. Each learning experience contains some or all of the following materials: enabling objective; learning activity (activities), including information sheets, case studies, and self-checks with model answer (as feedback); and optional activity (activities). (YLB).

ED 192 060 CE 026 543

Adamsky, Richard A. And Others

Facilitate a Council of Educators' Review. Professional Preparation Module: Resource Person.

Temple Univ. Philadelphia, Pa. Div. of Vocational Education

Spons Agency—Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg

Pub Date—80

Contract—85-9825; 86-8809; 94-8011

Note—33p. ; For related documents see CE 026 536-548, CE 026 551, and CE 026 821-826

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Competency Based Teacher Education, *Degree Requirements, *Resource Teachers, *Teacher Certification, *Teacher Evaluation, *Vocational Education, Bachelors Degrees, Behavioral Objectives, Educational Certificates, Learning Activities, Learning Modules, Student Evaluation, Teaching Skills, Tests, Vocational Education Teachers

Identifiers—Council of Educators Review, Program VITAL, Temple University PA

This module is one in a series of thirteen specifically designed to help vocational educators develop the skills needed to function as resource persons to learners enrolled in field-centered competency-based teacher preparation programs. (These learners are persons with appropriate occupational experience and competence who are being prepared as teachers on an inservice basis.) The objective of this module is to help develop skill in facilitating a Council of Educators' Review, which is the exit requirement of one competency-based teacher education program (Program VITAL at Temple University). Contents include three learning experiences based on two enabling objectives. A list of outside resources which supplement those contained within the module is presented. Each learning experience contains some or all of the following materials: enabling objectives; learning activity (activities), including information sheets, case studies, and self-checks with model answer (as feedback); and optional activity (activities). (YLB).

ED 192 061 CE 026 544

Adamsky, Richard A. And Others

Instruct Others to Set-Up and Operate a Video System: Professional Preparation Module: Resource Person.

Temple Univ. Philadelphia, Pa. Div. of Vocational Education

Spons Agency—Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg

Pub Date—80

Contract—85-9825; 86-8809; 94-8011

Note—62p. ; Pages with photographs and small light type will not reproduce well. For related documents see CE 026 536-548, CE 026 551, and CE 026 821-826

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Competency Based Teacher Education, *Equipment Utilization, *Resource Teachers, *Self Evaluation Individuals, *Videotape Recorders, *Vocational Education, Audio Equipment, Behavioral Objectives, Learning Activities, Learning Modules, Teacher Behavior, Tests, Video Equipment, Vocational Education Teachers

This module is one in a series of thirteen specifically designed to help vocational educators develop the skills needed to function as resource persons to learners enrolled in field-centered comptency-based teacher preparation programs. (These learners are persons with appropriate occupational experience and competence who are being prepared as teachers on an inservice basis.) The objective of this module is to help attain skill in developing the ability of others to set up and operate a video system in order to use videofeedback to conduct self-evaluation and modify teaching behavior as needed. Contents include four learning experiences based on four enabling objectives. A list of outside resources which supplement those contained within the module is presented. Each learning experience contains some or all of the following materials: enabling objective; learning activity (activities), including information sheets, case studies, and self-checks with model answer (as feedback); and optional activity (activities). (YLB).

ED 192 062 CE 026 545

Adamsky, Richard A. And Others

Monitor the Progress of a Resident Resource Person. Professional Preparation Module: Resource Person.

Temple Univ. Philadelphia, Pa. Div. of Vocational Education

Spons Agency—Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg

Pub Date—80

Contract—85-9825; 86-8809; 94-8011

Note—31p. ; For related documents see CE 026 536-544, CE 026 551, and CE 026 821-826

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Competency Based Teacher Education, *Evaluation, *Performance, *Resource Teachers, *Vocational Education, Behavioral Objectives, Learning Activities, Learning Modules, Tests, Vocational Education Teachers

Identifiers—Monitoring

This module is one in a series of thirteen specifically designed to help vocational educators develop the skills needed to function as resource persons to learners enrolled in field-centered competency-based teacher preparation programs. (These learners are persons with appropriate occupational experience and competence who are being prepared as teachers on an inservice basis.) The objective of the module is to help develop skill in monitoring the progress of a Resident Resource Person (by a Field Resource Person). Contents include three learning experiences based on two enabling objectives. A list of outside resources which supplement those contained within the module is presented. Each learning experience contains some or all of the following materials: enabling objective; learning activity (activities), including information sheets, case studies, and self-checks with model answer (as feedback); and optional activity (activities). (YLB).

ED 192 063 CE 026 546

Adamsky, Richard A. And Others

Provide Administrative Services. Professional Preparation Module: Resource Person.

Temple Univ. Philadelphia, Pa. Div. of Vocational Education

Spons Agency—Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg

Pub Date—80

Contract—85-9825; 86-8809; 94-8011

Note—74p.; For related documents see CE 026 536-548, CE 026 551, and CE 026 821-826

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Ancillary School Services, *Competency Based Teacher Education, *Program Administration, *Resource Teachers, *Vocational Education, Behavioral Objectives, Learning Activities, Learning Modules, Tests, Vocational Education Teachers

This module is one in a series of thirteen specifically designed to help vocational educators develop the skills needed to function as resource persons to learners enrolled in field-centered comptency-based teacher preparation programs. (These learners are persons with appropriate occupational experience and competence who are being prepared as teachers on an inservice basis.) The objective of this module is to help develop skill in providing the administrative support services essential to the operation of a field-tested, competency-based vocational teacher education program. Contents include five learning experiences based on four enabling objectives. A list of outside resources which supplement those contained within the module is presented. Each learning experience contains some or all of the following materials: enabling objective; learning activity (activities), including information sheets, case studies, and self-checks with model answer (as feedback); and optional activity (activities). (YLB).

ED 192 064 CE 026 547

Adamsky, Richard A. And Others

Register Learners for CBTE Programs. Professional Preparation Module: Resource Person.

Temple Univ. Philadelphia, Pa. Div. of Vocational Education

Spons Agency—Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg

Pub Date—80

Contract—85-9825; 86-8809; 94-8011

Note—88p.; Small print in reproduced forms will not reproduce well. For related documents see CE 026 536-548, CE 026 551, and CE 026 821-826

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—*Competency Based Teacher Education, *Resource Teachers, *School Registration, *Vocational Education, Behavioral Objectives, Learning Activities, Learning Modules, Tests, Vocational Education Teachers

This module is one in a series of thirteen specifically designed to help vocational educators develop the skills needed to function as resource persons to learners enrolled in field-centered competency-based teacher preparation programs. (These learners are persons with appropriate occupational experience and competence who are being prepared as teachers on an inservice basis.) The objective of this module is to help develop skill in registering learners in the field for competency-based teacher education programs. Contents include four learning experiences based on three enabling objectives. A list of outside resources which supplement those contained within the module is presented. Each learning experience contains some or all of the following materials: enabling objective; learning activity (activities), including information sheets, case studies, and self-checks with model answer (as feedback); and optional activity (activities). (YLB).

ED 192 065 CE 026 548

Adamsky, Richard A. And Others

Select Appropriate Modules. Professional Preparation Module: Resource Person.

Temple Univ. Philadelphia, Pa. Div. of Vocational Education

Spons Agency—Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg

Pub Date—80

Contract—85-9825; 86-8809; 94-8011

Note—70p

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Competency Based Teacher Education, *Resource Teachers, *Student Needs, *Teaching Skills, *Vocational Education, Autoinstructional Aids, Behavioral Objectives, Learning Activities, Learning Modules, Media Selection, Student Educational Objectives, Tests, Vocational Education Teachers

This module is one in a series of thirteen specifically designed to help vocational educators develop the skills needed to function as resource persons to learners enrolled in field-centered competency-based teacher preparation programs. (These learners are persons with appropriate occupational experience and competence who are being prepared as teachers on an inservice basis.) The objective of this module is to help develop skill in assisting learners to identify their teaching skill needs as they relate to directed self-instructional modules. Contents include four learning experiences based on three enabling objectives. A list of outside resources which supplement those contained within the module is presented. Each learning experience contains some or all of the following materials: enabling objective; learning activity (activities), including information sheets, case studies, and self-checks with model answer (as feedback); and optional activity (activities). (YLB).

ED 192 073 CE 026 595

Energy Conservation in the Home. Performance Based Lesson Plans.

Alabama State Dept. of Education, Montgomery. Home Economics Service

Pub Date—80

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC05 Plus Postage

Descriptors—*Consumer Education, *Energy Conservation, *Furniture Arrangement, *Home Furnishings, *Housing, Behavioral Objectives, Competency Based Education, Criterion Referenced Tests, Equipment Standards, Home Economics, Instructional Materials, Learning Activities, Lesson Plans, Secondary Education, Vocational Education

Identifiers—Alabama, Insulation, Thermostats

These ten performance-based lesson plans concentrate on tasks related to energy conservation in the home. They are (1) caulk cracks, holes, and joints; (2) apply weatherstripping to doors and windows; (3) add plastic/solar screen window covering; (4) arrange furniture for saving energy; (5) set heating/cooling thermostat; (6) replace faucet washer; (7) select appliance using energy guide labels; (8) install shower flow control; (9) insulate water heater; and (10) make a draft stopper. Each plan of instruction contains some or all of the following information: task; performance objective; teacher preparation of learner (establish set/motivation); content of lesson, including enabling objectives/content, methods/activities, and resources; summary; criterion-referenced measure; assignment; and transparencies and handouts. (An energy bibliography and list of audiovisual materials available through Alabama Power Residential Energy Advisors are found at the beginning.) (YLB).

ED 192 086 CE 026 644

Nuclear Technology Series. Course I: Radiation Physics.

Technical Education Research Center, Waco, Tex

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—77

Contract—OEG-0-74-1679

Note—238p. ; For related documents see CE 026 639-672, CE 026 779-780, CE 026 782-785, and CE 026 855-856

Available from—Center for Occupational Research and Development, 4800 Lakewood Dr. Suite 5, Waco, TX 76710 (Modules are available individually or by course; write for prices)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Nuclear Energy, *Nuclear Physics, *Technical Education, Learning Activities, Learning Modules, Postsecondary Education, Quality Control, Safety, Technical Occupations

Identifiers—Nuclear Energy Occupations, Nuclear Power Plants, Nuclear Technology, Radioactivity

This technical specialty course is one of thirty-five courses designed for use by two-year postsecondary institutions in five nuclear technician curriculum areas: (1) radiation protection technician, (2) nuclear instrumentation and control technician, (3) nuclear materials processing technician, (4) nuclear quality-assurance/quality-control technician, and (5) nuclear reactor (plant) operator trainee. This course, Radiation Physics, contains six modules: Introduction to Radiation Laboratory Safety, Basic Radiation Detection and Measuring Equipment, Atomic Structure and Radioactivity, Radioactive Decay and Half-Life, Decay Processes and Schemes, and Basic Properties of Gamma Radiation. Each module follows a typical format including the following sections: introduction, module prerequisites, objectives, subject matter, exercises, materials, procedures, data tables, reference materials, and tests. (A master index and suggested program planning guides are also available—see CE 026 856 and CE 026 639-643.) (LRA).

ED 192 117 CE 026 677

Ritz, John M. And Others

Materials and Processes Technology.

Old Dominion Univ. Norfolk, Va. Dept. of Vocational and Technical Education

Spons Agency—Virginia State Dept. of Education, Richmond. Trade and Industrial Education Service

Pub Date—80

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC08 Plus Postage

Descriptors—*Career Planning, *Ceramics, *Industrial Arts, *Manufacturing, *Metals, *Plastics, Careers, Course Descriptions, Course Objectives, Employment Opportunities, High Schools, Industrial Education, Industry, Learning Activities, Safety, Student Organizations, Technology, Units of Study, Work Attitudes

Identifiers—Materials Technology, Virginia, Woods

This instructional resource guide is intended to assist the industrial arts (IA) teacher in implementing a comprehensive materials and Processes Technology program at the technical level in Virginia high schools. The course is designed to help students make informed educational and occupational choices and prepare them for advanced technical or vocational programs in a related cluster of occupations. Section 1 discusses Virginia IA curriculum, including mission, goals, instructional objectives, and student organization. Section 2 provides a course description, course goals, suggested outline for content/concepts and topics, and key to guide usage. Thirteen units of study comprise section 3: (1) Materials and Processes Technology, (2) Safety Procedures, (3) Industrial Technology Careers, (4) In-class IA Student Association, (5) Nature of Materials, (6) Classifications of Materials, (7) Properties of Materials, (8) Materials Processing, (9) Plastics, (10) Metals, (11) Woods, (12) Ceramics, and (13) Composites. Each unit supplies this information: tasks, topics, teacher's guide, note, student's performance guide, resources/media, equipment, and supplies. Section 4 lists the resources and supporting media used in the course. Section 5 contains over twenty experiments, activities, and projects. Sources of free or inexpensive information and materials are listed in section 6. The final section provides a Materials and Processes Technology Laboratory Design Concept and IA Education Service Approved Equipment List. (YLB).

ED 192 143 CE 026 771

Welch, Frederick G. Ed

Trade and Industrial Education Course of Study for Appliance Repair.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education. Pennsylvania State Univ. University Park. Div. of Occupational and Vocational Studies

Pub Date—80

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC17 Plus Postage

Descriptors—*Appliance Repairing, *Electrical Appliances, *Home Furnishings, *Refrigeration, *Trade and Industrial Education, Adult Education, Appliance Repairers, Course Objectives, Course Organization, Curriculum Guides, Hand Tools, Job Analysis, Job Skills, Learning Activities, Postsecondary Education, Secondary Education, Skill Analysis, Skilled Workers, Task Analysis

Designed for use by instructors of appliance repair to help establish a uniform curriculum, this manual presents a basic course of study. Individual instructors can add or delete jobs or lessons to suit their particular teaching situations. Contents include the course philosophy, listing of course objectives and activities to achieve them, plan of instructional practice, listing of appliance repair reference materials, bibliography, listing of resources for visual aids, and course outline. These seven units are included: orientation, basic electricity, basic shop tools, laundry equipment, kitchen equipment, and refrigeration. Job sheets, operation sheets, information sheets, and assignment sheets are provided. Job sheets (student practice in developing skill competencies) define materials and tools needed, competence procedures/steps cross-indexed to related operation sheet(s), and method of evaluation. Operation sheets, supplementing job sheets and indicating how to perform skill competency operation necessary to complete assigned jobs, include competency, objective, and competence-procedures/steps. Information sheets supplement job sheets and provide the student with information necessary for completing the assigned jobs with the highest possible degree of understanding. Sample assignment sheets provide the student with mental activities necessary to learn the "knowing" that accompanies the "doing" of a trade. (YLB).

ED 192 154 CE 026 821

Adamsky, Richard A.

Manage Individualized Instruction.

Temple Univ. Philadelphia, Pa. Div. of Vocational Education

Spons Agency—Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg

Pub Date—80

Contract—85-9825

Note—32p. ; For related documents see CE 026 536-548, CE 026 551, and CE 026 822-826

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Competency Based Teacher Education, *Individualized Instruction, *Program Administration, *Vocational Education, *Vocational Education Teachers, Administrative Principles, Behavioral Objectives, Learning Activities, Learning Modules, Program Implementation, Tests

Identifiers—Vocational Technical Education Consortium States

This module is one in a series of six designed to help vocational educators develop skills needed to make use of the Vocational Technical Education Consortium of States materials and to develop and manage individualized instructional programs. Recommended for use by both pre- and inservice teachers and curriculum development specialist interns, the modules should help them institutionalize performance-based vocational education. The objective of this module is to help develop skill in effectively managing individualized instruction. It helps the learner become aware of some basic management theory and how that might best be applied to the daily operation of an individualized instruction program. Contents include three learning experiences based on two enabling objectives. A list of outside resources which supplement those contained within the module is presented. Each learning experience contains some or all of the following materials: enabling objectives; learning activity (activities), including information sheets, case studies, and self-checks with model answer (as feedback); and optional activity (activities). (YLB).

ED 192 155 CE 026 822

Adamsky, Richard A.
Arrange for the Improvement of Vocational Facilities for Individualized Instruction.
Temple Univ. Philadelphia, Pa. Div. of Vocational Education
Spons Agency—Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg
Pub Date—80
Contract—85-9825
Note—43p. ; For related documents see CE 026 536-548, CE 026 551, and CE 026 821-826
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)
EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Competency Based Teacher Education, *Educational Facilities Improvement, *Facility Requirements, *Individualized Instruction, *Vocational Education, *Vocational Education Teachers, Behavioral Objectives, Educational Planning, Learning Activities, Learning Modules, Program Administration, Program Implementation, Resource Centers, Tests
Identifiers—Vocational Technical Education Consortium States

This module is one in a series of six designed to help vocational educators develop skills needed to make use of the Vocational Technical Education Consortium of States materials and to develop and manage individualized instructional programs. Recommended for use by both pre- and inservice teachers and curriculum development specialist interns, the modules should help them institutionalize performance-based vocational education. The objective of this module is to help develop skill in arranging for the improvement of vocational facilities for individualized instruction. Focuses are organization of the vocational facility for individualized instruction and procedures followed to develop a facilities improvement phase-in plan. Contents include four learning experiences based on three enabling objectives. A list of outside resources which supplement those contained within the module is presented. Each learning experience contains some or all of the following materials: enabling objective; learning activity (activities), including information sheets, case studies, and self-checks with model answer (as feedback); and optional activity (activities). (YLB).

ED 192 156 CE 026 823

Adamsky, Richard A.
Develop a Module for Individualized Instruction.
Temple Univ. Philadelphia, Pa. Div. of Vocational Education
Spons Agency—Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg
Pub Date—80
Contract—85-9825
Note—59p. ; Some pages with light type will not reproduce well. For related documents see CE 026 536-548, CE 026 551, and CE 026 821-826
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)
EDRS Price—MF01/PC03 Plus Postage
Descriptors—*Competency Based Teacher Education, *Individualized Instruction, *Material Development, *Vocational Education, *Vocational Education Teachers, Behavioral Objectives, Learning Activities, Learning Modules, Program Administration, Program Implementation, Teacher Developed Materials, Tests
Identifiers—Vocational Technical Education Consortium States

This module is one in a series of six designed to help vocational educators develop skills needed to make use of the Vocational Technical Education Consortium of States materials and to develop and manage individualized instructional programs. Recommended for use by both pre- and inservice teachers and curriculum development specialist interns, the modules should help them institutionalize performance-based vocational education. The objective of this module is to help develop skill in developing modules for individualized instruction. Focuses are components considered essential to include in a module and the process to follow to develop an effective module. Contents include five learning experiences based on four enabling objectives. A list of outside resources which supplement those contained within the module is presented. Each learning experience contains some or all of the following materials: enabling objective; learning activity (activities), including information sheets, case studies, and self-checks with model answer (as feedback); and optional activity (activities). (YLB).

ED 192 157 CE 026 824

Adamsky, Richard A.
Prepare Valid Performance Objectives.
Temple Univ. Philadelphia, Pa. Div. of Vocational Education
Spons Agency—Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg
Pub Date—80
Contract—85-9825
Note—51p. ; Not available in paper copy due to light and broken type. For related documents see CE 026 536-548, CE 026 551, and CE 026 821-826
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Competency Based Teacher Education, *Objectives, *Validity, *Vocational Education, *Vocational Education Teachers, Behavioral Objectives, Individualized Instruction, Learning Activities, Learning Modules, Material Development, Program Administration, Program Implementation, Tests
Identifiers—Performance Objectives, Vocational Technical Education Consortium States

This module is one in a series of six designed to help vocational educators develop skills needed to make use of the Vocational Technical Education Consortium of States materials and to develop and manage individualized instructional programs. Recommended for use by both pre- and inservice teachers and curriculum development specialist interns, the modules should help them institutionalize performance-based vocational education. The objective of this module is to help develop skill in preparing valid performance objectives. Focuses are revising existing performance objectives or writing one's own and establishing the validity of both terminal and enabling performance objectives. Contents include four learning experiences based on three enabling objectives. A list of outside resources which supplement those contained within the module is presented. Each learning experience contains some or all of the following materials: enabling objective; learning activity (activities), including information sheets, case studies, and self-checks with model answer (as feedback); and optional activity (activities). (YLB).

ED 192 158 CE 026 825

Adamsky, Richard A.
Validate an Occupational Analysis.
Temple Univ. Philadelphia, Pa. Div. of Vocational Education
Spons Agency—Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg
Pub Date—80
Contract—85-9825
Note—46p. ; For related documents see CE 026 536-548, CE 026 551, and CE 026 821-826
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)
EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Competency Based Teacher Education, *Job Analysis, *Validity, *Vocational Education, *Vocational Education Teachers, Behavioral Objectives, Individualized Instruction, Learning Activities, Learning Modules, Program Administration, Program Implementation, Tests
Identifiers—Vocational Technical Education Consortium States

This module is one in a series of six designed to help vocational educators develop skills needed to make use of the Vocational Technical Education Consortium of States materials and to develop and manage individualized instructional programs. Recommended for use by both pre- and inservice teachers and curriculum development specialist interns, the modules should help them institutionalize performance-based vocational education. The objective of this module is to help develop skill in validating existing occupational analyses. (Analysis is a process through which the skills, knowledge, and attitudes needed for successful employment are identified.) Focuses are the process used to determine a program's scope, development of skills needed to revise existing analyses, and verification of one's work to produce a valid occupational analysis. Contents include four learning experiences based on three enabling objectives. A list of outside resources which supplement those contained within the module is presented. Each learning experience contains some or all of the following materials: enabling objective; learning activity (activities), including information sheets, case studies, and self-checks with model answer (as feedback); and optional activity (activities). (YLB).

ED 192 159 **CE 026 826**

Adamsky, Richard A.

Assist Vocational Personnel Move toward Full Adoption of Performance Based Vocational Education (PBVE).

Temple Univ. Philadelphia, Pa. Div. of Vocational Education

Spons Agency—Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg

Pub Date—80

Contract—85-9825

Note—72p. ; Not available in paper copy due to light type. For related documents see CE 026 821-825, CE 026 536-548, and CE 026 551

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Change Agents, *Change Strategies, *Competency Based Teacher Education, *Educational Change, *Vocational Education, Behavioral Objectives, Individualized Instruction, Learning Activities, Learning Modules, Program Administration, Program Implementation, Teacher Role, Teachers, Tests

Identifiers—Pennsylvania, Vocational Technical Education Consortium States

This module is one in a series of six designed to help vocational educators develop skills needed to make use of the Vocational Technical Education Consortium of States materials and to develop and manage individualized instructional programs. Recommended for use by both pre- and inservice teachers and curriculum development specialist interns, the modules should help them institutionalize performance-based vocational education. The objective of this module is to help develop skill in functioning in the role of change agent. Focuses are knowledge about performance-based vocational education and about change in education, the Pennsylvania plan for effecting the changes needed to institutionalize performance-based vocational education, and the role of the change agent in the plan. Contents include five learning experiences based on four enabling objectives. A list of outside resources which supplement those contained within the module is presented. Each learning experience contains some or all of the following materials: enabling objective; learning activity (activities), including information sheets, case studies, and self-checks with model answer (as feedback); and optional activity (activities). (YLB).

ED 192 160 **CE 026 832**

Rhodes, Kenneth B.

Field Testing of the Greenhouse Production Section of a Horticulture Laboratory Record Book for Pennsylvania. Final Report.

Pennsylvania State Univ. University Park

Spons Agency—Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg

Pub Date—80

Contract—93-0003

Note—69p

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Agricultural Education, *Horticulture, *Recordkeeping, *Units of Study, *Vocational Education, Educational Research, Floriculture, Greenhouses, Plant Growth, Secondary Education

Identifiers—Pennsylvania

A study was conducted to develop and field test a greenhouse production record book and unit of instruction for growing potted chrysanthemums. Twenty high schools in Pennsylvania with horticulture departments formed the population for the study. The twenty schools were randomly assigned to four treatment levels: (1) five classes received the greenhouse record book coupled with the potted-chrysanthemum units, (2) five classes received only the greenhouse record book, (3) five classes received only the potted-chrysanthemum unit, and (4) five classes received the teacher's own instructional materials. Based on mean crop quality scores and mean test scores it was concluded that the teaching unit was effective in promoting cognitive learning about potted-chrysanthemum production. The results supported the belief that the students who received the teaching unit would score higher on a cognitive test than students who did not receive the unit. The potted-chrysanthemum unit and the greenhouse record book, when used independently, were effective in helping students to grow higher quality potted chrysanthemums. (The production record book and the evaluation test are appended.) (LRA).

ED 192 161 **CE 026 855**

Hull, Daniel M.

Development of Curricula for Nuclear Radiation Protection, Nuclear Instrumentation, and Nuclear Materials Processing Technologies. Final Report.

Technical Education Research Center, Waco, Tex

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—80

Contract—300-78-0582

Note—68p. ; For related documents see CE 026 639-672, CE 026 779-780, CE 026 782-785, and CE 026 855-856. Contains occasional small print

Available from—Center for Occupational Research and Development, 4800 Lakewood Dr. Suite 5, Waco, TX 76710 (Modules are available individually or by course; write for prices)

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Curriculum Development, *Nuclear Energy, *Technical Education, Instrumentation Technicians, Learning Modules, Postsecondary Education, Quality Control, Technical Occupations

Identifiers—Nuclear Energy Occupations, Nuclear Power Plants, Nuclear Technology

A study was conducted to assist two-year postsecondary educational institutions in providing technical specialty courses for preparing nuclear technicians. As a result of project activities, curricula have been developed for five categories of nuclear technicians and operators: (1) radiation protection technician, (2) nuclear instrumentation and control technician, (3) nuclear materials processing technician, (4) nuclear quality assurance/quality control technician, and (5) nuclear reactor (plant) operator trainee. The total Nuclear Technology Series consists of 236 instructional modules for 35 technical specialty courses. In addition, program planning guides were developed for each of the curriculum areas. (Appended material includes curriculum outlines, course descriptions and module objectives for Nuclear Radiation Production, Nuclear Instrumentation and Control, and Nuclear Materials Processing Technologies.) (LRA).

ED 193 430 **CE 026 296**

Competency-Based Curriculum for Marketing and Distributive Education I.

Memphis State Univ. Tenn

Spons Agency—Tennessee State Dept. of Education, Nashville. Div. of Vocational-Technical Education

Pub Date—79

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF10/PC52 Plus Postage

Descriptors—*Career Education, *Communication Thought Transfer, *Competency Based Education, *Distributive Education, *Human Relations, *Marketing, Behavioral Objectives, Course Descriptions, Credit Finance, Curriculum Guides, Economics, Employment Interviews, Learning Activities, Mathematics, Merchandising, Occupational Information, Salesmanship, Sales Workers, Secondary Education, Tests, Units of Study, Visual Aids

Identifiers—Cashier Checker Training

This Marketing I curriculum guide contains ten units of instruction that may be taught as they are or used in conjunction with the teacher's own instructional materials. The ten units, which may be presented in any order, include (1) Orientation/Job Interview, (2) Communications, (3) Human Relations, (4) Mathematics, (5) Selling, (6) Cashier/Checker, (7) Sales Promotion, (8) Credit, (9) Economics, and (10) Career Orientation. Each of the units may contain some or all of the following parts: outline, objectives (each measured by a student activity or by a test), competency statements, numerical listing of competencies, equipment/supplies, curriculum content section, student activities, handouts, transparency masters, tests and keys, audiovisual aids, and references. Curriculum content sections contain resource columns where student activities, handouts, transparency masters, tests, and some audiovisual aids have been keyed in at the point where they may be used most effectively. Handout sections begin with two vocabulary lists—the first includes definitions, the second does not. (YLB).

ED 193 432 **CE 026 477**

Marinelli, Diane, Ed

Competency-Based Adult Education/English as a Second Language Modules: Health.

Northern Illinois Univ. De Kalb

Spons Agency—Illinois State Office of Education, Springfield. Adult and Continuing Education Section

Pub Date—79

Available from—Curriculum Publications Clearinghouse, Horrabin Hall 46, Western Illinois University, Macomb, IL 61455 ($2.25)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC05 Plus Postage

Descriptors—*Adult Education, *Communicative Competence Languages, *Competency Based Education, *English Second Language, *Health, *Medical Services, Behavioral Objectives, Bilingual Education, Computation, Cultural Education, Daily Living Skills, Health Facilities, Learning Activities, Problem Solving, Reading Instruction, Second Language Instruction, Speech Communication, Telephone Usage Instruction, Tests, Writing Instruction

Identifiers—Illinois, Life Skills

This packet contains four Competency-Based Adult Education/English as a Second Language (ESL) lessons in the health content area designed for beginning level students. Each lesson revolves around one central character who, in the course of the four lessons, successfully performs four life-coping skills: (1) calling for a doctor's appointment, (2) visiting the doctor, (3) filling a prescription, and (4) going to the Emergency Room. Contents of each lesson include statement of purpose, list of outcomes, pre-post test with means of evaluation, and suggested instructional resources and activities. Within the instructional activities is a section titled "Required Level of English" specifying what language content the student should be familiar with in terms of reception and production, prior to using the lesson. The lessons are keyed to two major ESL basic texts—New Horizons and ESL—A New Approach for the 21st Century. Each lesson contains some or all of the following skill areas: listening/speaking, reading, writing, computation, problem-solving, and cultural information. Parts of the lesson available in the native language are indicated. (Address is cited.) Translations are available in the four most common languages in Illinois: Spanish, Vietnamese, Korean, and French. (YLB).

ED 193 447 **CE 026 636**

Alvir, Howard P.

Adult Education Career Path Training Resources. A Method, a Process, and a Few Examples: How to Motivate and Develop Minority Workers Starting Work in Entry Level Jobs via Adult Education.

Pub Date—80

Available from—CLAIRE GELINAS, 27 Norwood St. Albany, NY 12203 (Send self-addressed stamped envelope for paper copy cost)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Allied Health Personnel, *Attendants, *Instructional Materials, *Job Training, *Test Coaching, *Training Methods, Adult Education, Career Ladders, Entry Workers, Learning Modules, Mental Health, Programed Instructional Materials, Test Items

Identifiers—Civil Service, Mental Health Workers

This package contains self-paced training materials for mental health aides, designed to increase career mobility for lower grade Civil Service employees by preparing them to pass a Civil Service examination for upgrading. Procedures are described whereby the materials were developed by educational personnel at several adult education centers and field tested successfully at the centers. Included in the package is an overview of the training program, an analysis of the job description for mental hygiene assistant therapy aide (G-7), and test questions which are explained and linked to the training program and to the job description. To help adult education centers develop similar materials, patient safety objectives are included. (KC).

ED 193 519 **CE 027 069**

Heffner, Fred And Others

A Competency-Based Course in Job-Seeking and Job-Survival Skills.

Reading Area Community Coll. Pa

Spons Agency—Berks County Employment and Training Office, Reading, Pa.

Pub Date—80

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC10 Plus Postage

Descriptors—*Adult Education, *Employment Interviews, *Job Application, *Job Search Methods, *Vocational Interests, *Work Attitudes, Behavioral Objectives, Career Education, Career Planning, Communication Thought Transfer, Competency Based Education, Course Descriptions, Course Objectives, Employee Attitudes, Employment Potential, Employment Services, Goal Orientation, Job Skills, Learning Activities, Occupational Aspiration, Student Attitudes, Tests, Units of Study

This course of instruction contains materials designed to provide the trainee in an adult manpower training program with job-seeking and job-survival skills. Contents include a listing of course objectives and competencies by instructional units, a pre- and post-course test, and lesson plans for the two-section course. The ten units of the job-seeking-skills section, which require approximately eighty study hours, cover these topics: assertiveness, attitudes, goal setting, job preference and suitability, employment resources, pre-application skills, job application, job search, job interview, and post-interview critique. The six units of the job-survival-skills section, which require approximately thirty hours, concentrate on those skills necessary to keep a job: attitudes, goal setting, communications, general skills, job-survival tools, and job etiquette. The lesson plan for each unit presents the unit and performance objective, skills emphasized, materials and equipment, and list of activities. The learning activities are then provided. A course evaluation form for students also appears. Appendixes include a mastery log (competencies), employability profile form, student data sheet, and various other materials used during the course. (YLB).

ED 193 520 **CE 027 073**

Kelley, Richard And Others

Introduction to Industrial Cooperative Training. A Guide for Industrial Cooperative Training Programs. Learning Activities Package. LAP 1.

Virginia Polytechnic Inst. and State Univ. Blacksburg. Virginia State Dept. of Education, Richmond. Trade and Industrial Education Service

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—80

Available from—Public Information and Publications Office, Virginia Department of Education, Richmond, VA 23216 (Single copies only, $2.25)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Cooperative Education, *Orientation, *Program

Descriptions, *Trade and Industrial Education, Behavioral Objectives, High Schools, Learning Activities, Learning Modules, Pretests Posttests, Secondary Education, Student Evaluation, Work Experience

This learning activity package, one in a series of six, is designed to help students gain an understanding of the aims of the industrial cooperative training (ICT) program and their own responsibilities as students. (The industrial cooperative training program provides industrial occupational training experience for high school juniors and seniors who attend school one-half day and receive supervised work experience on the job.) Contents include a list of objectives, pretest, eight learning activities, posttest, answer key for learning activities, and pretest and posttest answer key. The learning activities, each based on one objective, cover these topics: (1) Terms Used in Industrial Cooperative Training, (2) What is Industrial Cooperative Training? (3) Aims of Industrial Cooperative Training, (4) Your Obligations As an ICT Student, (5) Advantages of the ICT Program, (6) Other Vocational Training Areas, (7) Forms Used in ICT, and (8) How Will I Be Evaluated? Each follows this format: objective, informative materials, and exercise/activity. (YLB).

ED 193 521 CE 027 074

Ross, Richard Lee And Others

Vocational Industrial Clubs of America. A Guide for Industrial Cooperative Training Programs. Learning Activities Package. LAP 2.

Virginia Polytechnic Inst. and State Univ. Blacksburg. Virginia State Dept. of Education, Richmond. Trade and Industrial Education Service

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—80

Available from—Public Information and Publications Office, Virginia Department of Education, Richmond, VA 23216 (Single copies only, $2.25)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Cooperative Education, *Student Organizations, *Student Participation, *Trade and Industrial Education, Behavioral Objectives, Extracurricular Activities, High Schools, Learning Activities, Pretests Posttests, Secondary Education, Work Experience

Identifiers—Vocational Industrial Clubs of America

This learning activity package, one of six intended for use in Industrial Cooperative Training Programs, is designed to aid students in learning about their student organization, the Vocational Industrial Clubs of America (VICA). (The industrial cooperative training program provides industrial occupational training experience for high school juniors and seniors who attend school one-half day and receive supervised work experience on the job.) Contents include a list of objectives, pretest, three learning activities, posttest, answer key for learning activities, and pretest and posttest answer key. The learning activities, each based on one objective, cover these topics: (1) What is VICA? (2) Symbolism of Your Organization, and (3) I'm in VICA—Now What? Each follows this format: objective, informative materials, and exercise/activity. (YLB).

ED 193 522 CE 027 075

Gunn, Fred And Others

Using Parliamentary Procedure. A Guide for Industrial Cooperative Training Programs. Learning Activities Package. LAP 3.

Virginia Polytechnic Inst. and State Univ. Blacksburg. Virginia State Dept. of Education, Richmond. Trade and Industrial Education Service

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—80

Available from—Public Information and Publications Office, Virginia Department of Education, Richmond, VA (Single copies only, $2.25)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Cooperative Education, *Parliamentary Procedures, *Student Organizations, *Student Participation, *Trade and Industrial Education, Behavioral Objectives, High Schools, Leadership, Learning Activities, Meetings, Pretests Posttests, Secondary Education, Work Experience

Identifiers—Vocational Industrial Clubs of America

This learning activity package, one of six intended for use in Industrial Cooperative Training Programs, is designed to enable students to understand the basic principles of parliamentary procedure and provide help in conducting a typical Vocational Industrial Clubs of America (VICA) business meeting. (The industrial cooperative training program provides industrial occupational training experience for high school juniors and seniors who attend school one-half day and receive supervised work experience on the job.) Contents include a list of objectives, pretest, five learning activities, posttest, answer key for learning activities, and pretest and posttest answer key. The learning activities, each based on one objective, cover these topics: (1) Terms Used in Parliamentary Procedure, (2) Presiding Over the Meeting, (3) The Motions Used in Parliamentary Procedure, (4) Using Motions to Conduct and Transact Business, and (5) Conducting a Typical VICA Business Meeting. Each follows this format: objective, informative materials, and exercise/activity. (YLB).

ED 193 523 CE 027 076

Remzi, Kesin J. Clark, H. M.

Job Application and Job Interview. A Guide for Cooperative Industrial Programs. Learning Activity Package. LAP 4.

Virginia Polytechnic Inst. and State Univ. Blacksburg. Virginia State Dept. of Education, Richmond. Trade and Industrial Education Service

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—80

Available from—Public Information and Publications Office, Virginia Department of Education, Richmond, VA 23216 (Single copies only, $2.25)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Cooperative Education, *Employment Interviews, *Job Application, *Profiles, *Trade and Industrial Education, Behavioral Objectives, High Schools, Learning Activities, Pretests Posttests, Secondary Education, Student Records, Work Experience

This learning activity package, one of six intended for use in Industrial Cooperative Training Programs, is designed to assist students in gaining the skills and attitudes necessary for getting a job. (The industrial cooperative training program provides industrial occupational training experience for high school juniors and seniors who attend school one-half day and receive supervised work experience on the job.) Contents include a list of objectives, pretest, five learning activities, posttest, answer key for learning activities, and pretest and posttest answer key. The learning activities, each based on one objective, cover these topics: (1) Vocabulary, (2) Personal Data Sheet, (3) Letter of Application, (4) Application Form, and (5) Job Interview. Each follows this format: objective, informative materials, and exercise/activity. (YLB).

ED 193 524 CE 027 077

Carpenter, Herbert G. Chernenko, Walter

Employer-Employee Relations. A Guide for Industrial Cooperative Training Programs. Learning Activity Package. LAP 5.

Virginia Polytechnic Inst. and State Univ. Blacksburg. Virginia State Dept. of Education, Richmond. Trade and Industrial Education Service

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—80

Available from—Public Information and Publications Office, Virginia Department of Education, Richmond, VA 24061 (Single copies only, $2.25)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Cooperative Education, *Employer Employee Relationship, *Employment Potential, *Trade and Industrial Education, *Work Attitudes, Behavioral Objectives, Employee Attitudes, High Schools, Individual Characteristics, Job Skills, Learning Activities, Learning Modules, Pretests Posttests, Secondary Education, Work Experience

This learning activity package, one of six intended for use in Industrial Cooperative Training Programs, is designed to aid students in developing a good employer-employee relationship by gaining the kinds of worker traits sought by employers. (The industrial cooperative training program provides industrial occupational training experience for high school juniors and seniors who attend school one-half day and receive supervised work experience on the job.) Contents include a list of objectives, pretest, five learning activities, posttest, answer key for learning activities, and pretest and posttest answer key. The learning activities, each based on one objective, cover these topics: (1) Traits Which Employers Seek, (2) What Is My Work Attitude? (3) Desirable Personal Qualities, (4) Sure Ways of Losing Your Job, and (5) What Are Your Strengths and Weaknesses? Each follows this format: objective, informative materials, and exercise/activity. (YLB).

ED 193 525 CE 027 078

Duenk, Lester G. Lear, George

Safety. A Guide for Industrial Cooperative Training Programs. Learning Activity Package. LAP 6.

Virginia Polytechnic Inst. and State Univ. Blacksburg. Virginia State Dept. of Education, Richmond. Trade and Industrial Education Service

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—80

Available from—Public Information and Publications Office, Virginia Department of Education, Richmond, VA 23216 (Single copies only, $2.25)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Accident Prevention, *Cooperative Education, *Safety, *Safety Education, *Trade and Industrial Education, Accidents, Behavioral Objectives, High Schools, Learning Activities, Pretests Posttests, Secondary Education, Work Experience

This learning activity package, one of six intended for use in Industrial Cooperative Training Programs, is designed to provide students with information on several general safety topics which would apply in most employment situations. (The industrial cooperative training program provides industrial occupational training experience for high school juniors and seniors who attend school one-half day and receive supervised work experience on the job.) Contents include a list of objectives, pretest, five learning activities, posttest, answer key for learning activities, and pretest and posttest answer key. The learning activities, each based on one objective, cover these topics: (1) Your Safety Attitude, (2) Hazards in Using Tools, (3) Personal Protective Equipment, (4) Use of Fire Extinguishers, and (5) Preferred Safety Practices. Each follows this format: objective, informative materials, and exercise/activity. (YLB).

ED 193 539 CE 027 134

Military Curriculum Materials for Vocational and Technical Education. Miniature/Microminiature Electronics Repair. CNTT W-100-0034B. Classroom Course 7-15.

Fleet Training Center, Norfolk, Va. Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Chief of Naval Education and Training Support, Pensacola, Fla.

Pub Date—79

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF13/PC65 Plus Postage

Descriptors—*Electric Circuits, *Electronic Equipment, *Electronics, *Equipment Maintenance, *Repair, Behavioral Objectives, Curriculum Guides, Electrical Occupations, High Schools, Learning Activities, Lesson Plans, Postsecondary Education, Secondary Education, Trade and Industrial Education

Identifiers—Microminiature Circuits, Military Curriculum Project, Miniature Circuits, Solderers

These instructor materials (curriculum outline, lesson plans) and student guide for a high school-postsecondary level course in miniature/microminiature electronic repair are one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. The course consists of four units containing fifteen lessons covering 118 hours of instruction: (1) Introduction to the School and Course (Introduction to the Course, Introduction to High Reliability Soldering, Preventive Maintenance of the 2M Repair Station), (2) Printed Circuit Board Repair (Conformal Coating Removal, Desoldering Printed Circuit Board Components, Printed Circuit Board Component Installation and Soldering, Repair of Damaged Printed Circuit Boards), (3) Terminal and Connector Pin Soldering (Insulation Removal, Wire Tinning and Soldering to Turret Terminals; Soldering to Hook and Pierced Tab Terminals; Soldering to Bifurcated Terminals; Soldering Connector Pins), and (4) Micro-Electronic Circuit Maintenance Techniques (Introduction to Micro-Electronic Circuit Boards, Microminiature Repair Task Identification and Procedural Analysis, Micro-Electronic Circuit Conformal Coating Removal and Desoldering Techniques, Micro-Electronic Circuit Soldering Techniques). The curriculum outline and lesson plans give the instructor this information: time allocation, training equipment, training aids, text required, references, terminal objective, enabling objectives, and outline of instruction with instructor and student activities. The student's guide contains note-taking, assignment, and job sheets. A performance test booklet is also included. (YLB).

ED 193 540 CE 027 136

Military Curriculum Materials for Vocational and Technical Education. Avionics Instrument Systems Specialist. POI C3ABR32531 000. Classroom Course 2-7.

Ohio State Univ. Columbus. National Center for Research in Vocational Education. Technical Training Center, Chanute AFB, Ill

Pub Date—78

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF20/PC90 Plus Postage

Descriptors—*Aviation Technology, *Computers, *Electromechanical Technology, *Equipment Maintenance, *Repair, Aviation Mechanics, Behavioral Objectives, Course Descriptions, Curriculum Guides, Engines, High Schools, Navigation, Postsecondary Education, Programed Instructional Materials, Secondary Education, Technical Education, Textbooks, Workbooks

Identifiers—Aircraft, Avionics, Instrument Mechanics, Instrument Repairers, Military Curriculum Project

This high school-postsecondary-level course for avionics instrument systems specialist is one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. A plan of instruction outlines five blocks of instruction (281 hours of instruction). Block 1, Aircraft Maintenance Fundamentals, includes programmed tests, handout, and workbook on four topics: Aircraft Familiarization, Avionics Safety, Avionics Maintenance Fundamentals, Pressure Sensors. Block 2, Engine Instruments, contains programmed texts, workbooks, and handouts on nine topics: Position Indicating Systems, Pressure Indicating Systems, Tachometer Systems, Temperature Indicating Systems, Fuel Flow Indicating Systems, Engine Pressure Ratio Indicating Systems, Resistance-Type Liquid Quantity System, Capacitance Liquid Quantity System, Vertical Scale Engine Instrument Systems. Block 3, Flight Instruments, contains programmed texts, workbooks, handouts, and worksheets on five topics: Pilot-Static Systems and Instruments, Automatic Altitude Reporting System, Accelerometers, Flight Data Recorders, Air Data Computer Systems and Vertical Scale Flight Instruments). Block 4, Integrated Flight and Navigational Instruments, includes programmed texts, workbooks, and handouts of five topics: Flight Instruments, Direct Reading, Altitude Heading Reference and Gyro Stabilized Magnetic Compass Systems, MC-1 Compass Calibration. Block 5, Flight Director Systems, contains a programmed text, handouts, and workbook. (YLB).

ED 194 696 CE 025 825

Hendrix, Laborn J. Pierce, Greg

Millwright Instructional Materials.

Associated General Contractors of America, Washington, D.C. Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center

Pub Date—80

Available from—The Associated General Contractors of America, 1957 E St. N.W. Washington, DC 20006 ($65.00; cash and quantity discounts available)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

Document Not Available from EDRS

Descriptors—*Building Trades, *Equipment Utilization, *Hand Tools, *Machinists, *Trade and Industrial Education, *Welding, Adult Education, Behavioral Objectives, Blueprints, Construction Industry, Criterion Referenced Tests, Curriculum Guides, Equipment Maintenance, Leadership Training, Learning Activities, Postsecondary Education, Safety Education, Units of Study

Identifiers—Millwrights, Testing Apparatus

This manual contains instructional materials for use in training millwrights working in industrial and commercial construction sites. Intended as an innovative complement to on-the-job training in construction, the material is written in terms of student performance using behavioral objectives and measured by criterion-referenced evaluation instruments. The manual contains 37 units of instruction divided into ten instructional areas (sections): (1) introduction (4 units); (2) leadership (2 units); (3) related information (measuring, hardware and materials, metals—3 units); (4) tools and testing equipment (4 units); (5) welding (5 units); (6) blueprint reading (5 units); (7) receiving and setting equipment (3 units); (8) equipment hookup and operation (2 units); (9) equipment layout, anchoring, and setup (7 units); and (10) maintenance (2 units). Each unit of instruction may include some or all of eight basic components: performance objectives, suggested activities for teacher, information sheets (content essential for meeting the cognitive objectives of the unit), visual aids, assignment sheets, job sheets (manipulative or psychomotor skills), tests, and test answers. (YLB).

ED 194 699 CE 026 298

Competencies for Articulation: Office Occupations. Tests.

Lincoln Public Schools, Nebr. Southeast Community Coll. Lincoln, Nebr

Spons Agency—Nebraska State Dept. of Education, Lincoln. Div. of Vocational Education

Pub Date—77

Pub Type—Tests, Questionaires, Evaluation instru ments (160)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Competence, *Office Occupations Education, Articulation Education, Competency Based Education, Criterion Referenced Tests, Secondary Education, Two Year Colleges

Identifiers—Nebraska

This booklet of tests is designed to accompany the booklet 'Office Occupations: Competencies for Articulation'—ED 151 565. The written test questions suggest the knowledge level needed to accomplish the skills necessary to complete the competency. It is suggested that they may be used to assess the development of competencies or they may be used as examples of tests teachers may develop or select. The document is part of a series of guides designed to help articulate vocational education student progress from one level of training to another (secondary/postsecondary) and to employment—see note. (KC).

ED 194 700 CE 026 299

Competencies for Articulation: Auto Mechanics. Tests.

Lincoln Public Schools, Nebr. Southeast Community Coll. Lincoln, Nebr

Spons Agency—Nebraska State Dept. of Education, Lincoln. Div. of Vocational Education

Pub Date—77

Pub Type—Tests, Questionaires, Evaluation instru ments (160)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Auto Mechanics, *Competence, Articulation Education, Competency Based Education, Criterion Referenced Tests, Secondary Education, Trade and Industrial Education, Two Year Colleges

Identifiers—Nebraska

This booklet of tests is designed to accompany the booklet 'Auto Mechanics: Competencies for Articulation'—ED 151 563. The written test questions suggest the knowledge level needed to accomplish the skills necessary to complete the competency. It is suggested that they may be used to assess the development of competencies or they may be used as examples of tests teachers may develop or select. The document is part of a series of guides designed to help articulate vocational education student progress from one level of training to another (secondary/postsecondary) and to employment—see note. (KC).

ED 194 701 CE 026 308

Benson, Ann Truitt, Debbie

Vocational Home Economics Education. Home Economics II. Basic Core. Revised Edition.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center

Spons Agency—Oklahoma State Board of Vocational and Technical Education, Stillwater. Div. of Vocational Home Economics Education.

Pub Date—80

Available from—State Department of Vocational and Technical Education, 1515 West Sixth Ave. Stillwater, OK 74074 ($20.00, Teacher; $8.50, Student)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF06 Plus Postage. PC Not Available from EDRS

Descriptors—*Career Exploration, *Consumer Education, *Family Life Education, *Foods Instruction, *Home Economics, *Housing, Behavioral Objectives, Child Development, Clothing Instruction, Curriculum Guides, Day Care, Grade 10, Home Furnishings, Instructional Materials, Interpersonal Relationship, Leadership Responsibility, Leadership Training, Learning Activities, Money Management, Nutrition Instruction, Occupational Home Economics, Preschool Children, Secondary Education, Textiles Instruction, Vocational Education

This curriculum guide is designed as a comprehensive study for second-year consumer and homemaking students. (It is a revision of ED 146 403.) Contents include eight sections and 22 instructional units, as follows: (1) leadership development (leadership development and responsibility), (2) career exploration (obtaining a job, progress on the job), (3) clothing and textiles (labeling, fabrics and textiles, wardrobe planning, buying ready-to-wear garments, garment construction), (4) foods and nutrition (meats, pastry, yeast breads, fruits, vegetables, salads), (5) child development (preschool-age children), (6) housing and home furnishings (organizing a kitchen, living space arrangement), (7) personal and family relationships (personal development, human relations), and (8) consumer education (using banking services, establishing credit, buying practices). Each instructional unit contains some or all of the following: unit objective; specific objectives; suggested activities for instructor, including instructional materials needed, unit references, and additional materials; information sheets (providing content essential for meeting the cognitive objectives of the unit); assignment sheets; visual aids; job sheets (list of equipment, tools, and materials needed to complete a manipulative or psychomotor skill); tests; and test answers. (YLB).

ED 194 724 CE 026 891

Hill, Carol L.

Revision and Updating of Listings of Vocational Instructional Materials Available from Federal Agencies. Final Report.

Human Resources Management, Inc. Washington, D.C.

Spons Agency—Department of Education, Washington, D.C.

Pub Date—80

Contract—300-79-0420

Note—150p. ; Small, light print in some of the exhibits will not reproduce well. For related documents see ED 190 909-916

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Reports—Descriptive (141)

EDRS Price—MF01/PC06 Plus Postage

Descriptors—*Annotated Bibliographies, *Federal Government, *Information Sources, *Instructional Materials, *Public Agencies, *Vocational Education, Educational Resources, Material Development, Postsecondary Education, Resource Materials, Resources, Secondary Education, Surveys
Identifiers—United States

This document reports a survey of curriculum and instructional materials readily available from over ninety-two federal organizations which could be utilized by vocational educators. Chapters 1 and 2 (Executive Summary and Introduction) summarize this survey conducted by Human Resources Management, Inc. from 1979-80, which resulted in listings of available items. Chapter 3, Development of the Listing Plan, reviews the foundation for project implementation, use of an advisory group, and the work plan developed to guide project activities. Chapter 4, Sources and Collection of Materials, discusses types of sources used, source selection, means for contacting sources and recording information gathered, and material transport. Chapter 5, Processing of Materials, details the system developed for materials processing, process steps, and citation development and format. Chapter 6, Organization and Compilation of the Listings, describes actual packaging and contents of the eight listings including materials for seven traditional vocational program areas and for special needs groups—see note. Chapter 7, Awareness Building, Printing, and Distribution, discusses brochures and other mechanisms used to create awareness and their distribution. Chapter 8, Observations and Recommendations, provides insights into issues confronted, what was learned, and recommendations for future activities. Chapter 9 is a summary. (YLB).

ED 194 749 **CE 026 991**

Competencies for Articulation: Procedures Manual.
Lincoln Public Schools, Nebr. Southeast Community Coll. Lincoln, Nebr
Spons Agency—Nebraska State Dept. of Education, Lincoln. Div. of Vocational Education
Pub Date—77
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Guides/Methods/Techniques—Non-Classroom Use (055)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Articulation Education, *Competence, *Competency Based Education, *Program Development, *Vocational Education, College School Cooperation, Job Skills, Secondary Education, Two Year Colleges
Identifiers—Nebraska

Competencies for Articulation materials have been developed by public schools, an educational district, and a community college in Nebraska to help vocational education students progress from one level of educational training to another and to employment. Their progress is to be measured by "competencies," each of which has three parts: (1) a statement of the task; (2) the conditions and limitations that apply to performing the task; (3) the criteria for measuring successful performance of the task. The use of competencies in describing student capabilities provides reliable information to place students on the correct educational level, and provides an index of personal qualifications for employers to use to match persons with specific job requirements. This procedures manual is intended to help persons become familiar with the process for developing competencies, or to adapt already developed competencies to local situations. It explains the needs and purposes of the project, procedures, development of a student outcome section, verification of competencies, and recommended adoption procedures. Components in the Competencies for Articulation series include competency lists and materials for drafting, electronics, health occupations, office occupations, carpentry, welding, and auto mechanics—see note. (KC).

ED 194 750 **CE 026 992**

Competencies for Articulation: Drafting.
Lincoln Public Schools, Nebr. Southeast Community Coll. Lincoln, Nebr
Spons Agency—Nebraska State Dept. of Education, Lincoln. Div. of Vocational Education
Pub Date—77
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Guides/Methods/Techniques—Non-Classroom Use (055)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Competence, *Drafting, *Job Skills, *Trade and Industrial Education, Articulation Education, Competency Based Education, Secondary Education, Technical Education, Two Year Colleges
Identifiers—Nebraska

Designed to help articulate vocational education student progress from one level of training to another and to employment, this drafting guide lists competencies for a core curriculum prerequisite to all drafting areas and competencies for machine, architectural, and civil drafting. The format for each competency is task statement, list of conditions and limitations for performance, and criteria of acceptable performance. In a separate section, enabling tasks (activities necessary for developing a job skill) are listed for each competency with the suggestion that they may become daily or weekly lesson plans. A section on student outcomes contains a table correlating twenty-three job titles with the competency lists and educational requirements, and tables correlating the competencies with high school credit and advanced college placement information (specifically for Nebraska). Also included are a glossary of terms and two forms: student progress chart and record of individual student skill achievement. (A procedures manual describing the process used to develop the competency lists and providing suggestions for adapting the materials to local situations is available separately, as are parallel competency lists for other curriculum areas—see note.) (KC).

ED 194 751 **CE 026 993**

Competencies for Articulation: Electronics.
Lincoln Public Schools, Nebr. Southeast Community Coll. Lincoln, Nebr
Spons Agency—Nebraska State Dept. of Education, Lincoln. Div. of Vocational Education
Pub Date—77
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Guides/Methods/Techniques—Non-Classroom Use (055)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Competence, *Electronics, *Job Skills, *Trade and Industrial Education, Articulation Education, Competency Based Education, Secondary Education, Two Year Colleges
Identifiers—Nebraska

Designed to help articulate vocational education student progress from one level of training to another and to employment, this electronics education guide lists competencies for soldering; performing basic operations with test equipment; servicing basic logic circuits; servicing DC power supplies; servicing solid state amplifiers; and servicing solid state oscillator circuits. The format for each competency is (1) task statement, (2) list of conditions and limitations for performance, and (3) criteria of acceptable performance. In a separate section, enabling tasks (activities necessary for developing a job skill) are listed for each competency with the suggestion that they may become daily or weekly lesson plans. A section on student outcomes contains a table correlating twenty-seven electronics occupations job titles with the competency lists and educational requirements, and tables correlating the competencies with high school credit and advanced college placement information (specifically for Nebraska programs). Also included are a glossary of terms and two forms: student progress chart and record of individual student skill achievement. (Tests of these competencies are available separately as CE 026 994. A procedures manual describing the process used to develop the competency lists and providing suggestions for adapting the materials to local situations is available separately, as are parallel competency lists for other curriculum areas—see note.) (KC).

ED 194 752 **CE 026 994**

Competencies for Articulation: Electronics. Tests.
Lincoln Public Schools, Nebr. Southeast Community Coll. Lincoln, Nebr
Spons Agency—Nebraska State Dept. of Education, Lincoln. Div. of Vocational Education

Pub Date—77

Pub Type—Tests, Questionaires, Evaluation instruments (160)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Competence, *Electronics, Articulation Education, Competency Based Education, Criterion Referenced Tests, Secondary Education, Trade and Industrial Education, Two Year Colleges

Identifiers—Nebraska

This booklet of tests is designed to accompany "Competencies for Articulation: Electronics"—CE 026 993. The written test questions suggest the knowledge level needed to accomplish the skills necessary to complete each competency. It is suggested that they may be used to assess the development of competencies or they may be used as examples of tests teachers may develop or select. The document is part of a series of guides designed to help articulate vocational education student progress from one level of training to another (secondary/postsecondary) and to employment—see note. (KC).

ED 194 753 **CE 026 995**

Competencies for Articulation: Health Occupations.

Lincoln Public Schools, Nebr. Southeast Community Coll. Lincoln, Nebr

Spons Agency—Nebraska State Dept. of Education, Lincoln. Div. of Vocational Education

Pub Date—77

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Allied Health Occupations, *Competence, *Job Skills, *Vocational Education, Articulation Education, Competency Based Education, Education, Secondary Education, Two Year Colleges

Identifiers—Nebraska

Designed to help articulate vocational education student progress from one level of training to another and to employment, this health occupations guide lists fifty-nine competencies for patient care and doctors' office work. The format for each competency is (1) task statement, (2) list of conditions and limitations for performance, and (3) criteria of acceptable performance. In a separate section, enabling tasks (activities necessary for developing a job skill) are listed for each competency with the suggestion that they may become daily or weekly lesson plans. A section on student outcomes contains a table correlating thirty-four health occupations job titles with the competency lists and educational requirements and tables correlating the competencies with high school credit and advanced college placement information (specifically for Nebraska programs). Also included are a glossary of terms and two forms: student progress chart and record of individual student skill achievement. (A procedures manual describing the process used to develop the competency lists and providing suggestions for adapting the materials to local situations is available separately, as are parallel competency lists for other curriculum areas—see note.) (KC).

ED 194 774 **CE 027 122**

Rudolph, James A.

Equine Management and Production. Vocational Agriculture Education.

Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center

Pub Date—80

Available from—Curriculum and Instructional Materials Center, State Department of Vocational and Technical Education, 1515 West 6th Ave. Stillwater, OK 74074 (Teacher manual, $15.00; Student manual, $9.00)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF03 Plus Postage. PC Not Available from EDRS

Descriptors—*Agricultural Education, *Animal Husbandry, *Horses, *Reproduction Biology, *Veterinary Medicine, *Vocational Education, Disease Control, Equipment Maintenance, Farm Management, Farm Occupations, Marketing, Nutrition, Postsecondary Education, Preventive Medicine, Secondary Education, Transportation, Visual Aids

Identifiers—Oklahoma

This basic core of instruction for equine management and production is designed to assist instructors in preparing students for successful employment or management of a one- or two-horse operation. Contents include seven instructional areas totaling seventeen units of instruction: (1) Orientation (basic horse production; handling and grooming; handling the young unbroken horse), (2) Health and Foot Care (horse health and disease prevention; basic first aid; parasites; fundamentals of foot care; foot problems, trimming, and shoeing), (3) Nutrition (practical horse nutrition), (4) Reproduction (fertility and genetics of reproduction, breeding efficiency and mating procedures, care of mare and foal), (5) Selection and Judging (selecting and marketing the horse, judging), (6) Transportation (transporting the horse), and (7) Facilities and Equipment (physical facilities and stable management, selection and care of tack). Designed for use in more than one lesson or class period of instruction, each unit of instruction may contain any or all of eight basic components: performance objectives, suggested activities for teacher, information sheets (providing "must know" content essential for meeting the cognitive objectives of the unit), assignment sheets (application of knowledges which are necessary prerequisites to skill development), job sheets (performance of a manipulative or psychomotor skill), transparency masters, tests, and answers to tests and assignment sheets. (YLB).

ED 194 775 **CE 027 125**

Youth Employment Training Program Development Manual for the Special Needs Student.

Mesa Community Coll. Ariz

Spons Agency—Arizona State Dept. of Education, Phoenix. Div. of Vocational Education. Department of Labor, Washington, D.C.

Pub Date—79

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Reports—Descriptive (141)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Curriculum Development, *Disadvantaged Youth, *Emotional Disturbances, *Learning Disabilities, *Mild Mental Retardation, *Vocational Education, Career Guidance, College School Cooperation, Community Colleges, Education Work Relationship, Needs Assessment, Special Education, Student Recruitment, Two Year Colleges

This Youth Employment Training program manual is one of three documents developed in a community college project to meet the career and vocational needs of disadvantaged handicapped youth (mainly the learning disabled, the educable mentally handicapped, and the emotionally handicapped). The project, aimed at assisting them to gain and retain full-time, non-subsidized employment, consisted of developing and field testing a course curriculum, methods for the identification and recruitment of handicapped students, and career and vocational advising and counseling procedures with the handicapped. The program manual presents the overall goal of the project and its four primary objectives, provides a history of the project, and includes the needs survey which led to its development. Unique aspects of the project are presented along with their interrelationship. A flow chart is provided to help the reader to understand this interrelationship and the process a student would follow in the program. The dissemination process to be followed by the project is outlined and described along with a second flow chart designed to graphically depict the process. The manual also contains two sample high school districts' plans for the dissemination of the project. Finally, the manual provides the "physical demands and working conditions" form, a tool that was found helpful during field testing of the project. (The curriculum guide and resource book are available separately—see note.) (KC).

ED 194 776 **CE 027 126**

Developing Job Skills for Special Needs Students. A Curriculum Guide.

Mesa Community Coll. Ariz

Spons Agency—Arizona State Dept. of Education, Phoenix. Div. of Vocational Education. Department of Labor, Washington, D.C.

Pub Date—79

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC08 Plus Postage

Descriptors—*Disadvantaged Youth, *Emotional Disturbances, *Learning Disabilities, *Mild Mental Retardation, Assertiveness, Career Guidance, Community Colleges, Employment Potential, Interpersonal Competence, Job Search Methods, Job Skills, Money Management, Two Year Colleges

This curriculum guide is one of three documents developed in a community college project to meet the career and vocational needs of disadvantaged handicapped youth (mainly the learning disabled, the educable mentally handicapped, and the emotionally handicapped) by assisting them to gain and retain full-time, non-subsidized employment. The curriculum guide provides class activities designed to give training in (1) job survival skills, (2) the world of work, (3) independent living skills, (4) assertiveness training, (5) money management, and (6) interpersonal communication. Activities are also provided for a "high support system" for students who are involved in a work experience. It also contains an Individual Career Plan to help the student meet his/her career employment goals. The curriculum guide is divided into three modules. The first module, "Personal Assessment," provides a transition between high school and the community college. Module 2, "Your Work Future," is designed to further assist students who are employed by introducing the skills and attitudes most likely to insure advancement and/or job security. Module 3, "Job Search," is designed to assist the student who has lost his/her job or who wants to look for another position. Each module contains behavioral objectives, suggested methodology, materials, suggested teaching techniques, and learning activities. (KC).

ED 194 777 **CE 027 127**

Youth Employment—Training Career Advisement with the Disabled.

Mesa Community Coll. Ariz

Spons Agency—Arizona State Dept. of Education, Phoenix. Div. of Vocational Education. Department of Labor, Washington, D.C.

Pub Date—79

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Counselor Training, *Disadvantaged Youth, *Emotional Disturbances, *Learning Disabilities, *Medical Care Evaluation, *Mild Mental Retardation, Career Guidance, Community Colleges, Community Resources, Counseling Techniques, Evaluation Methods, Handicap Identification, Job Analysis, Resource Materials, Special Education, Tests, Two Year Colleges, Vocational Education

This resource book is one of three documents developed in a community college project to meet the career and vocational needs of disadvantaged handicapped youth (mainly the learning disabled, the educable mentally handicapped, and the emotionally handicapped) by assisting them to gain and retain full-time, non-subsidized employment. The resource book is the outgrowth of training workshops for high school and community college counselors who work with the disabled. It contains a list of handicaps selected as representative of common conditions and impairments of persons in the labor force. Each medical condition is presented, the symptoms and course of the disease are summarized, and each condition is correlated to the potential work-related restrictions which could result. Also illustrated is a format for analysis of job content in the areas of job duties, physical demands, working conditions, and general characteristics. Contents also include a list of tests and evaluation instruments for use in assessing handicapped individuals' interests, I.Q. personality, achievement, perception, and vocational aptitudes; and a directory of job, vocational, and community resources. A sample Department of Economic Security (D. E.S.) Job Service Form-511 is appended. (KC).

ED 194 779 **CE 027 132**

Military Curriculum Materials for Vocational and Technical Education. Meatcutter 1-6. AFSC 61151, Volume 1.

Ohio State Univ. Columbus. National Center for Research in Vocational Education. Technical Training Center, Lowry AFB, Colo

Pub Date—78

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC06 Plus Postage

Descriptors—*Food Service Industry, *Individualized Instruction, *Meat, *Retailing, Administrator Education, Adult Education, Equipment Maintenance, Equipment Utilization, Food Stores, Learning Activities, Marketing, Postsecondary Education, Secondary Education, Service Occupations, Tests, Textbooks, Vocational Education

Identifiers—Chickens, Meat Cutters, Military Curriculum Project

These individualized self-paced student materials for a high school/postsecondary-level course for meatcutters are one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. The five-chapter course discusses the knowledge required of meatcutters to perform their tasks efficiently. (Chapter 1 has been deleted due to military-specific materials.) Chapter 2, Operation and Maintenance of Meatcutting Equipment, covers use of knives, knife pouches, the butcher's steel, handsaws, boning hooks, dough cutters, and sharpening stones. Chapter 3, Receipt and Storage, discusses check-in procedures for meat received; in what forms beef, veal, lamb, pork, and poultry are received; and where, when, and how to store these meats. Chapter 4, Processing and Preparing Meats, discusses characteristics of meats, bone structure, meat processing, barbecuing meat and poultry, and salvaging procedures. Chapter 5, Wrapping and Pricing Retail Meat Cuts, explains proper packaging and display procedures and equipment and supplies needed. Chapter 6, Meat Department Management, covers four general areas: equipment, planning and scheduling, inspections and evaluation, and tests and pricing procedures. Contents include texts and practice exercises in each chapter, an eighty-question volume review exercise (no answers available), and practice exercise answers. (YLB).

ED 194 780 **CE 027 133**

Military Curriculum Materials for Vocational and Technical Education. Weather Specialist 15-4. AFSC 25150.

Ohio State Univ. Columbus. National Center for Research in Vocational Education. Technical Training Center, Chanute AFB, Ill

Pub Date—79

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF02/PC21 Plus Postage

Descriptors—*Climate, *Meteorology, *Prediction, *Weather, Adult Education, Behavioral Objectives, Individualized Instruction, Learning Activities, Postsecondary Education, Pressure Physics, Radar, Satellites Aerospace, Technical Education, Technical Occupations, Temperature, Textbooks

Identifiers—Climatology, Military Curriculum Project, Weather Forecasting, Weather Satellites, Wind

These individualized, self-paced student materials for a postsecondary-adult level course for weather specialist are one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. The three-volume course offers weather personnel knowledge needed to develop and upgrade performance skills. It enlarges and expands training of previous basic courses by detailed descriptions of observation, procedures, and data analysis. Volume 1, Background Knowledge, Meteorology, and Climatology, reviews pressure and wind conditions, pressure systems, local winds, temperature and moisture, air masses, frontal effects, and wave cyclones. It outlines controls most affecting climate and briefly mentions major climatic zones. Volume 2, Surface Observations, Radar, and Satellite, reviews cloud types and discusses evaluating and recording sky conditions and visibility; weather and obstructions to vision; pressure; temperature; dewpoint; wind; capabilities and limitations of weather radar; satellite picture interpretation; and setting up and using AN/TMQ-22, Meteorological Measuring Set. Volume 3, Weather Codes, Communications, Analysis, and Forecasting, covers (1) decoding of surface weather codes, upper air codes, analysis and forecast codes; (2) what happens to recorded observations; and (3) analyzing plotted data and making forecasts. Each volume contains lesson objectives, practice exercises and answers, and volume review exercise. (YLB).

ED 194 781 CE 027 135

Military Curriculum Materials for Vocational and Technical Education. Telephone Switching Equipment Repairman 5-6. (Electromechanical) CDC36251.

Air Force School of Applied Aerospace Sciences, Sheppard AFB, Tex. Ohio State Univ. Columbus. National Center for Research in Vocational Education

Pub Date—78

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF04/PC28 Plus Postage

Descriptors—*Electrical Occupations, *Electromechanical Technology, *Equipment Maintenance, *Individualized Instruction, *Technical Education, *Telephone Communications Systems, Adult Education, Electronics, Learning Activities, Postsecondary Education, Repair, Secondary Education, Telephone Communications Industry, Tests, Textbooks

Identifiers—Military Curriculum Project, Relay Circuits, Telephone Mechanics

These individualized, self-paced student texts for a secondary-postsecondary level course for telephone switching equipment repairman are one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. The five-volume course is designed to provide students with understanding of the theory and normal functions of telephone equipment to permit rapid analysis of telephone troubles. Volume 1, Introduction to Career Field, covers safety switching, review of electronic principles and standard test equipment, supply principles, and fundamentals of management. Volume 2, Telephone Fundamentals, presents an overview of relays and switches, basic telephone principles, and installation fundamentals and familiarization on the operation and maintenance of the AN/FTA 13 manual telephone system. Volume 3, Strowger Step-by-Step Telephone System, discusses application of fundamental information, when step-by-step equipment is used to perform the required switch functions. Volume 4, XY Telephone System, covers this system in the method used in Volume 3. Volume 5, AUTOVON Interface Equipment and Base Wire System, discusses interface circuitry with respect to circuit operation and maintenance and testing and maintenance of the base cable plant to handle AUTOVON and other quality circuits. Each volume contains test materials, review exercises and answers, tests, and supplementary schematic drawings. (YLB).

ED 194 795 CE 027 190

Housing and Home Furnishings Modules.

Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Home Economics Education Section

Pub Date—80

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC19 Plus Postage

Descriptors—*Electrical Appliances, *Furniture, *Home Economics Skills, *Home Furnishings, *Housing, Behavioral Objectives, Check Lists, Home Economics, Homemaking Skills, Interior Design, Learning Activities, Learning Modules, Ornamental Horticulture, Practical Arts, Secondary Education

Identifiers—Gardening

These sixty-seven modules provide student materials for a home economics course in housing and home furnishings. (A companion instructor's guide is available separately—see note.) Each module contains an objective, student information, learning activities (and activity sheets as needed), student self-checks, student self-check answers, check-out activity, and evaluator's final checklist. Topics covered include making housing choices to satisfy values, standards, goals, needs and interests, and resources; community choice; home site choice; rating housing types and house plans; window treatments; hanging draperies and shades; floor treatments; wall treatments; painting; elements and principles of design; home accessory selection; sewing; furniture; selecting appliances; cleaning various surfaces and furnishings; plant care; lawn and garden care; and household repairs. (YLB).

ED 194 796 CE 027 191

Housing and Home Furnishings Modules. Instructor's Guide.

Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Home Economics Education Section

Pub Date—80

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF02/PC21 Plus Postage

Descriptors—*Electrical Appliances, *Furniture, *Home Economics Skills, *Home Furnishings, *Housing, Home Economics, Homemaking Skills, Interior Design, Ornamental Horticulture, Practical Arts, Secondary Education, Teaching Guides, Visual Aids

Identifiers—Gardening

This instructor's guide is designed to accompany the sixty-seven modules for a housing and home furnishings course (available separately—see note). Two types of information are provided for each module. The first page of the materials for the module correlates contents of the module (student information, student self-checks, and evaluator's final checklist) to learning activities. Recommended references are listed. The second part of the materials for each module is a chart of the learning activities (by number), which lists tools, equipment, and supplies needed and provides space for teacher notes. Some visual aid masters are provided. (YLB).

ED 194 797 CE 027 194

Dawson, Marilyn Gardipee Krogstad, Roland

Farm Business Manager. A Catalog of Tasks, Performance Objectives, Performance Guides, Tools, and Equipment. Revised for Use in South Carolina.

Vocational Technical Education Consortium of States, Atlanta, Ga. Wisconsin State Board of Vocational, Technical, and Adult Education, Madison

Pub Date—79

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Reference Materials—Directories/Catalogs (132)

EDRS Price—MF01/PC05 Plus Postage

Descriptors—*Agricultural Education, *Business Education, *Competency Based Education, *Farm Management, *Job Skills, *Vocational Education, Administrator Education, Administrators, Behavioral Objectives, Business Skills, Competence, Job Analysis, Learning Activities, Managerial Occupations, Occupational Information

Identifiers—Vocational Technical Education Consortium States

Designed to provide performance objectives and performance guides associated with current occupational information relating to the job content farm business manager, this Vocational-Technical Education Consortium of States (V-TECS) catalog lists eighty-two competences performed by farm business managers in the areas of obtaining and/or disposing of farm enterprises; managing and supervising the labor supply; managing crop, livestock, and machinery and equipment programs; managing farm buildings; managing the finances and taxes of the farm business; and performing general administrative services. (These competencies were derived from a search of job-based information provided in technical manuals, certification requirements, and other germane literature and from surveys of incumbent workers and supervisors.) Listed under each competence are (1) a performance objective which includes the conditions under which students will perform the objective, the performance required of the student after instruction has taken place, and a job-relevant standard for measuring successful performance of the objective; (2) a list of necessary tools and equipment; and (3) a performance guide or list of procedural steps identified as subordinate to task performance. (Appendixes contain a brief list of references and a cross-reference table of duties, competences, and performance objectives.) (MN).

ED 194 798 CE 027 195

Davenport, Richard And Others

Business Machine Repairer. A Catalog of Tasks, Performance Objec-

tives, Performance Guides, Tools, and Equipment.

Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education
Pub Date—80
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC08 Plus Postage
Descriptors—*Behavioral Objectives, *Equipment Maintenance, *Job Analysis, *Machine Repairers, *Office Machines, *Task Analysis, Equipment, Equipment Utilization, Job Skills, Occupational Information, Repair, Salesmanship, Skill Analysis, Trade and Industrial Education
Identifiers—Duplicating Equipment, Typewriters, Vocational Technical Education Consortium States

This Vocational-Technical Education Consortium of States (V-TECS) catalog provides performance objectives and performance guides (teaching steps) associated with current occupational information relating to the job content of Business Machine Repair. Uses include validation of existing programs, testing of instructional effectiveness, determination of entering student competencies, evaluation of an instructional procedure or system, and curriculum design. One section describes the methodology used in conducting the project to develop the catalog. A brief discussion of elements of the catalog follows. The final and major section contains 128 performance objectives, each corresponding to a task (unit of work activity), arranged under four major duties: supervising and planning, selling office machines and services, maintaining and repairing typewriters, and maintaining and repairing duplicators. Each performance objective contains a condition, behavior, and standard of performance. Accompanying the performance objective are a listing of tools and equipment and a performance guide that lists recommended procedural steps in performing the task. Appendixes include (1) an equipment and tool listing showing numbers and percentages of workers using each piece of equipment, (2) listing of related materials, and (3) index of duties and tasks with a cross-reference table designed to aid teachers in adapting the objectives to individual programs. (YLB).

ED 194 809 CE 027 258

Business Education: Learning Activities Packet for Office Education.

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services
Pub Date—79
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC19 Plus Postage
Descriptors—*Job Skills, *Office Occupations Education, *Punctuation, *Reprography, Accounting, Behavioral Objectives, Business Education, Business English, Consumer Education, Individualized Instruction, Interest, Learning Activities, Letters Correspondence, Mathematics, Office Machines, Portfolios Background Materials, Pretests Posttests, Recordkeeping, Secondary Education, Shorthand, Typewriting
Identifiers—Checking Accounts, Price, Supply and Demand

These seventeen individualized learning activities packets (LAPs) are intended to relate essential competencies needed for entry or advancement in office occupations to the secondary level office education program and to assist students in achieving occupational proficiency in business careers. Each LAP contains some or all of the following materials: (1) LAP structure and use, including organization, objectives, procedure, terminology; (2) pre-assessment; (3) learning activities with necessary explanations, instructions, handouts; (4) work-sheets; (5) self evaluation; (6) post-assessment; (7) answer keys; and (8) references. Notes to the learning manager accompanying each LAP suggest appropiate grade levels and courses/classes and special material needed and provide supplemental information. These LAPs are provided: Balance Sheet; Calculating Interest; Income Statement; Letter of Application; Letter Mechanics; OCA (Opening a Checking Account); Pay Early—Save Cash—Calculating Cash Discount and Net Cash Price; Price, Sushi, and the Sushi Eaters; Proofreading for Mailability; Reinforcing Shorthand Theory for Chapter 1 (Greff Diamond Jubilee Series); Reprographics: The Fluid Duplicator; Resume—A Necessity; RWC (Record and Write Checks); The Connecting Semicolon and The Announcing Colon; The Indispensable Comma; The Stencil Duplicator; and Typing a Topic Outline. (YLB).

ED 194 812 CE 027 274

Matthias, Tim And Others

Career Ladder Articulation in Marketing and Distributive Education, Secondary Level to Post-Secondary Level.

Indiana Univ. Bloomington. Dept. of Vocational Education
Spons Agency—Indiana State Board of Vocational and Technical Education, Indianapolis
Pub Date—80
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Guides/Methods/Techniques—Non-Classroom Use (055)
EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Articulation Education, *Career Ladders, *Course Descriptions, *Distributive Education, *Marketing, Advanced Placement, Course Organization, Curriculum Guides, Employment Opportunities, Institutional Cooperation, Postsecondary Education, Program Content, Secondary Education, Student Organizations
Identifiers—Distributive Education Clubs of America

This presentation contains articulated curricula in marketing and distributive education which avoid duplication and/or overlapping of learning units from high school to postsecondary levels. First, descriptions and outlines of the high school Marketing and Distributive Education curriculum based on the Indiana curriculum mode are presented. First-, second-, and/or third-year courses cover these areas: basic skills (math), social skills, and marketing skills. Postsecondary course outlines are then presented for the areas of distribution and marketing and for general subjects. Other contents include discussion of (1) Distributive Education Club of America chapters, (2) testing for advanced placement (and six courses designated to have advanced placement possibilities), (3) advanced placement testing instruments, and (4) employment opportunities. (YLB).

ED 194 816 CE 027 301

Industrial Arts Curriculum Guide for Drafting.

Connecticut State Dept. of Education. Hartford. Div. of Vocational Education
Spons Agency—Department of Education, Washington, D.C.
Pub Date—80
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Curriculum Development, *Design, *Drafting, *Industrial Arts, *Program Implementation, Architectural Drafting, Behavioral Objectives, Course Objectives, Curriculum Guides, Daily Living Skills, Elementary Secondary Education, Engineering Drawing, Industrial Education, Vocational Education
Identifiers—Connecticut

This industrial arts curriculum guide for drafting is divided into two parts. The information in Part 1, Overview, should be considered directions for delineating the requirements of physical facilities, tools, instruments, equipments, machines, instructional materials, procedures, processes for guidance, research, implementation, and evaluation of any (K-12) drafting situation. Part 2, Behavioral Objectives, begins with a section of selected behavioral objectives related to drafting and design technology from which the teacher may select and/or develop his own set. The next section presents information for curriculum implementation in Industrial Drawing (40 areas of involvement) and Architectural Drawing (5 areas of involvement). Information, presented in chart format for each area of involvement, includes (1) further description or outline of the area of involvement, (2) designation of appropriate course level (I, II, III, IV) and grade (K/6, 5/9, 9/12), and (3) discussion of goals general for the worlds of work, recreation, living, and related. (YLB).

ED 195 632 CE 018 791

A Model Curriculum and Teaching Guide for the Instruction of the Homemaker-Home Health Aide.

National Council for Homemaker-Home Health Aide Services, New

York, N.Y.

Spons Agency—Bureau of Community Health Services (DHHS/PHS), Rockville, Md.

Report No.—DHHS-HSA-80-5508

Pub Date—80

Contract—240-78-0004

Note—510p

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF02/PC21 Plus Postage

Descriptors—*Allied Health Occupations Education, *Home Health Aides, *Home Management, *Hygiene, *Occupational Home Economics, *Visiting Homemakers, Adults, Adult Vocational Education, Child Rearing, Curriculum Guides, Family Health, Home Programs, Interpersonal Competence, Learning Activities, Nutrition, Teaching Guides, Tests

The purpose of this model curriculum and teaching guide is to assist agencies, educational institutions, and other groups to plan, organize, and provide the initial training needed by homemaker-home health aides. Persons aged 35-60 are considered most desirable as trainees, but indication of maturity is more appropriate as a criterion. Based on approximately sixty hours of classroom and laboratory instruction and fifteen hours of field practice, the curriculum contains these five sections, each with several units: (1) The Homemaker-Home Health Aide Service (5 units), a general orientation; (2) Working with People (8 units); (3) Practical Knowledge and Skills in Home Management (3 units); (4) Practical Knowledge and Skills in Personal Care (9 units); and (5) Application of Knowledge and Skills—The Practicum, a situation in the home with supervised guidance. Each unit includes some or all of the following: estimated time, suggestions to instructor, introduction to material, expected outcome, materials and equipment, content, teaching aids (exercises, exhibits, handouts, discussion questions), and assessment instrument. Appendix 1 contains four modules suggesting training content with added knowledge and skills in these areas: cancer, diseases of the circulatory system, developmental disabilities, and mental illness. They may be used for basic training, inservice or special additional training. Other appendixes include sample practicum material. (YLB).

ED 195 634 CE 023 485

The High School Student as Worker/Consumer: A Workbook.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C. Office of Consumers' Education

Pub Date—79

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC06 Plus Postage

Descriptors—*Career Planning, *Communication Skills, *Consumer Education, *Mathematics, *Money Management, *Purchasing, Budgeting, Clothing, Consumer Protection, Costs, Food, Goal Orientation, Health Services, Home Furnishings, Housing, Job Search Methods, Learning Activities, Recreation, Secondary Education, Social Services, Transportation, Vocational Education, Workbooks

This workbook provides information and exercises to help high school students become educated consumers and prepare them for consumer responsibilities in the world of work. It is intended to help them develop an alert consumer outlook by sharpening mathematics and communication skills and helping them make decisions based on a sense of the value of things. Each of the ten chapters deals with a specific area in consumer education and contains important information relating to that subject as well as exercises/activities related to that information. Chapter titles are (1) Finding out about Yourself as a Consumer; (2) Understanding Your Paycheck, Managing Money, and Learning about Available Social Services; (3) Getting the Most for Your Food Dollars; (4) Getting the Most for Your Clothing Dollars; (5) Finding and Financing Suitable Housing and Home Furnishings; (6) Getting the Most for Your Health Dollars; (7) Buying Transportation; (8) Financing Leisure Activities; (9) Investigating Consumer Protection and Redress; and (10) Planning for the Future. At the back of the workbook is a glossary of some words used in the book and a list of reference materials. (YLB).

ED 195 643 CE 026 284

Turley, Kay

Careers (A Course of Study). Unit I: Self Inventory.

Fullerton Union High School District, Calif

Pub Date—80

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Ability Identification, *Career Education, *Disabilities, *Interests, *Personality Assessment, *Self Evaluation Individuals, Aptitude, Attitudes, Behavioral Objectives, Employment Potential, High Schools, Individual Characteristics, Individual Needs, Instructional Materials, Learning Activities, Personality Traits, Prevocational Education, Questionnaires, Self Concept Measures, Values

Designed to help special needs students develop an awareness of their own individual characteristics, values, interests, aptitudes, abilities, and personality, this self-inventory is the first unit in a nine-unit secondary level careers course intended to provide handicapped students with the knowledge and tools necessary to succeed in the world of work. The first section on assessing one's personality type contains eleven self-assessment activities including defining one's idea of happiness; speculating on one's future life style; assesing one's personal habits, strenghths, personality traits and type, interests, and weaknesses; and isolating positive and negative personality traits in a group of fictitious persons. In section 2 students are required to assign numerical ratings to various personal values and goals. After an initial discussion of the terms aptitude and ability, the third section contains five activities designed to measure student aptitudes (instructions for taking the COPS inventory, a skills ability inventory, a work and study preference inventory, follow-up activities to the GATB test, and practice in using the Occupational Outlook Handbook). A career profile posttest concludes this unit. (The other eight course units which include activities on job applications, interviews, and changes as well as budgeting are available separately—see note.) (MN).

ED 195 644 CE 026 285

Turley, Kay

Careers (A Course of Study). Unit II: How to Start Looking for That Job.

Fullerton Union High School District, Calif

Pub Date—81

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Career Education, *Communication Skills, *Disabilities, *Job Search Methods, Behavioral Objectives, Employment Services, High Schools, Instructional Materials, Learning Activities, Prevocational Education, Telephone Usage Instruction

Identifiers—Private Employment Agencies, Want Ads

Designed to train special needs students to search for a job in at least five different ways, this set of activities is the second unit in a nine-unit secondary level career course intended to provide handicapped students with the knowledge and skills necessary to succeed in the world of work. The unit begins with a pretest and vocabulary checklist. A series of thirteen short readings on such job sources as family and friends, employers, employment agencies, public and private agencies and placement offices, schools, unions classified ads, government agencies, and special youth employment centers are included in the first section along with two activities on evaluating job benefits and working conditions. Section 2 contains three activities on want-ad abbreviations and comprehension, and section 3 contains a sample want-ad response letter and an exercise in writing a similar letter. Activities on using the telephone and the yellow pages and calling about a want-ad are provided in the fourth section. Section 5 contains an activity on computing private employment agency fees. A posttest concludes this unit. (The other eight course units are available separately—see note.) (MN).

ED 195 645 CE 026 286

Turley, Kay

Careers (A Course of Study). Unit III: Do It Right.

Fullerton Union High School District, Calif

Pub Date—80

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Career Education, *Communication Skills, *Disabilities, *Handwriting Skills, *Job Application, Behavioral Objectives, High Schools, Instructional Materials, Learning Activities, Prevocational Education, Tests, Vocabulary Development, Writing Exercises

Identifiers—Following Directions

Designed to enable the special needs student to comprehend and complete job application forms, this set of activities on job application vocabulary, neatness, and following directions is the third unit in a nine-unit secondary level careers course intended to provide handicapped students with the knowledge and tools necessary to succeed in the world of work. An initial pretest on basic vocabulary terms precedes the nine activities. The first activity involves the discussion of terms found on standard application forms. Activities 2 and 3 consist of reading emphasizing the importance of neatness and also provide practice in writing neatly. Practice in supplying complete and correct information is given in the fourth activity. Following a list of hints in activity 5, activities 6 and 7 provide more practice in following directions and writing neatly. Two posttests constitute the final two activities. The first involves completing sample job application questions and the second involves reviewing forty vocabulary terms. (The other eight course units which include activities on job search methods, job interviews, and keeping and changing jobs are availabe separately—see note.) (MN).

ED 195 646 CE 026 287

Turley, Kay

Careers (A Course of Study). Unit IV: Applying for the Job.

Fullerton Union High School District, Calif

Pub Date—81

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Career Education, *Disabilities, *Job Application, *Writing Skills, * Behavioral Objectives, Communication Skills, High Schools, Instructional Materials, Learning Activities, Prevocational Education, Tests, Vocabulary Development, Writing Exercises

Identifiers—Following Directions, Resumes

Designed to enable special needs students to write resumes and complete application forms with employable accuracy, this set of activities on applying for a job is the fourth unit in a nine-unit secondary level careers course intended to provide handicapped students with the knowledge and tools necessary to succeed in the world of work. Chapter 1 contains a pretest, vocabulary list, and eleven activities which provide practice in filling out the various parts of an application form (with emphasis on references, educational background, personal health history, job training, and work experience). Practice in completing three personal data sheets is supplied in the second chapter, and students are required to complete five out of seven actual application forms in the third chapter. Following a discussion of two personal resumes, students are asked to write their own resume. A posttest concludes the unit. (The other eight course units which include activities on job search methods, job interviews, and keeping and changing jobs are available separately—see note.) (MN).

ED 195 647 CE 026 288

Turley, Kay

Careers (A Course of Study). Unit V: Forms, Forms, Forms.

Fullerton Union High School District, Calif

Pub Date—81

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Career Education, *Disabilities, *Job Application, *Records Forms, *Vocabulary Development, *Writing Skills, Behavioral Objectives, Communication Skills, Employment, High Schools, Instructional Materials, Learning Activities, Prevocational Education, Tests, Writing Exercises

Designed to enable special needs students to understand and complete various job-related forms, this set of activities devoted to forms encountered before and after one obtains a job is the fifth in a nine-unit secondary level careers course intended to provide handicapped students with the knowledge and tools necessary to succeed in the world of work. The seven activities included in the first chapter on pre-employment forms discuss the importance of social security, social security cards, birth certificates, work permits, health certificates, and group insurance forms and contain practice forms for students to complete. Employee withholding allowances and bonding are explained in the second chapter. Exercises in completing sample forms dealing with each of these two areas are supplied. A posttest concludes this unit. (The other eight course units which include activities on job search methods, job interviews, job applications, and keeping and changing jobs are available separately—see note.) (MN).

ED 195 648 CE 026 289

Turley, Kay

Careers (A Course of Study). Unit VI: Interviewing for the Job.

Fullerton Union High School District, Calif

Pub Date—81

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Career Education, *Communication Skills, *Daily Living Skills, *Disabilities, *Employment Interviews, Behavioral Objectives, Check Lists, High Schools, Individual Characteristics, Instructional Materials, Learning Activities, Prevocational Education, Self Evaluation Individuals, Tests, Vocabulary Development

Designed to enable special needs students to arrange, complete, and follow up a job interview, this set of activities on job interviews is the sixth unit in a nine-unit secondary level careers course intended to provide handicapped students with the knowledge and tools necessary to succeed in the world of work. The eight activities in the first section on handling the various phases of the interview include readings on the purpose of job interviews, arranging interviews, dressing for interviews, and ending the interview. Also provided in this chapter are a sample interviewer's checklist, a practice worksheet, sample questions and answers, and tips on taking a vocational test. A series of interview do's and don't's questions relating to these constitute the eight activities in chapter 2. Following up the interview is the subject of the third chapter. It includes a sample follow-up letter, a role playing exercise, and an activity requiring students to assess the personal difficulties they are likely to encounter in interviews. A posttest concludes the unit. (The other eight course units which include activities on job search methods, job applications, job-related forms, and keeping and changing jobs are available separately—see note.) (MN).

ED 195 649 CE 026 290

Turley, Kay

Careers (A Course of Study). Unit VII: Now that You've Got the Job—How Do You Keep It.

Fullerton Union High School District, Calif

Pub Date—81

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Career Change, *Career Education, *Disabilities, *Employer Employee Relationship, *Interpersonal Competence, *Work Attitudes, Behavioral Objectives, Employee Attitudes, High Schools, Instructional Materials, Learning Activities, Peer Relationship, Prevocational Education, Tests

Designed to enable special needs students to learn how to hold a job and how to change jobs when necessary, this set of activities is the seventh unit in a nine-unit secondary level course intended to provide handicapped students with the knowledge and tools necessary to succeed in the world of work. In the first chapter entitled "How Do I Keep My Job'? good and bad work habits and attitudes are covered in six activities which involve the analysis of hypothetical situations, discussion of basic work habits, and discussion of common causes of promotions and firings. A total of fourteen hypothetical situations on the subject of getting along with employers and co-workers are presented for analysis in chapter 2. Reading and discussion questions supplied in the third chapter on changing jobs cover assessing one's true feelings about his or her job, quitting a job, steps to take after being fired, and resigning. A posttest concludes this unit. (The other eight course units which include activities on job search methods, job applications, job-related forms, job interviews, changing careers, and budgeting are available separately—see note.) (MN).

ED 195 650 CE 026 291

Turley, Kay

Careers (A Course of Study). Unit VIII: Budgeting—What to Do With Your Paycheck.

Fullerton Union High School District, Calif

Pub Date—81

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Arithmetic, *Budgeting, *Career Education, *Consumer Education, *Daily Living Skills, *Disabilities, Banking, Banking Vocabulary, Basic Skills, Behavioral Objectives, Expenditures, High Schools, Income, Instructional Materials, Learning Activities, Money Management, Prevocational Education, Utilities

Designed to enable special needs students to understand the basics of personal income management, normal living expenses, banking, and comparison shopping, this set of activities on budgeting is the eighth unit in a nine-unit secondary level career course intended to provide handicapped students with the knowledge and tools necessary to succeed in the world of work. Chapter 1 consists of eight exercises devoted to reading a paycheck, calculating net income, understanding the reasons for and mechanisms of constructing a budget, planning to meet fixed monthly payments, and allowing for monthly fluctuations in utility bills. Exercises on basic banking vocabulary, understanding bank depositor agreements and savings and checking forms are supplied in the second chapter. Also included in the chapter are thirteen exercises in writing and recording checks and balancing a checkbook. The four activities which constitute the final chapter on comparison shopping deal with buying hair spray, shave cream, and a new car. (The other eight course units which include activities on job search methods, job applications, job-related forms, job interviews, and changing careers are available separately—see note.) (MN).

ED 195 651 CE 026 292

Turley, Kay

Careers (A Course of Study). Unit IX: Change Making.

Fullerton Union High School District, Calif

Pub Date—81

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Arithmetic, *Career Education, *Daily Living Skills, *Disabilities, *Addition, Basic Skills, Behavioral Objectives, High Schools, Instructional Materials, Learning Activities, Money Management, Prevocational Education, Problem Sets, Subtraction, Tests

Designed to improve the change making skills of the special needs student, this set of activities on coin identification, how to make change, the dollar bill, and figuring change is the final unit of a nine-unit secondary level careers course intended to provide handicapped students with the knowledge and tools necessary to succeed in the world of work. A total of four basic coin identification activities involving the addition of various coins and breaking various coin values and combinations into cents constitutes the first chapter. In the second chapter on making change a total of seven activities require students to perform basic addition, subtraction, and coin converstion operations as they complete sets of simple problems involving small household items and groceries. Chapter 3, which deals with the dollar bill, provides an activity on the various coin combinations equaling one dollar and four sets of problems dealing with grocery purchases. The eight activities supplied in the final chapter provide additional practice on the topics covered in the first three chapters. A posttest concludes this unit. (The other eight course units are available separately—see note.) (MN).

ED 195 694 CE 027 174

Beef Cattle: Selection and Evaluation.

Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education

Pub Date—80

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Agricultural Education, *Evaluation, *Livestock, *Selection, *Vocational Education, Agricultural Production, Animal Husbandry, Articulation Speech, Secondary Education, Verbal Communication

Identifiers—Beef Cattle Production, Future Farmers of America

Designed for secondary vocational agriculture students, this text provides an overview of selecting and evaluating beef cattle in Future Farmers of America livestock judging events. The first of four major sections addresses topics such as the ideal beef animal, selecting steers, selecting breeding animals, studying the animal systematically, and comparing conformation. Section 2, Giving Reasons, includes a discussion of rules for giving oral reasons, how to take notes and outline reasons, and judging terms and how they are used in giving reasons. In addition, a sample set of reasons is provided. The final two sections describe procedures for grading slaughter cattle and feeder cattle. Tables for calculating beef cattle grades are appended. (LRA).

ED 195 695 CE 027 175

Swine: Selection and Evaluation.

Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education

Pub Date—80

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Agricultural Education, *Evaluation, *Livestock, *Selection, *Vocational Education, Agricultural Production, Animal Husbandry, Articulation Speech, Secondary Education, Verbal Communication

Identifiers—Future Farmers of America, Hogs

Designed for secondary vocational agriculture students, this text provides an overview of selecting and evaluating swine in Future Farmers of America livestock judging events. The first of four major sections addresses topics such as the main points in evaluating market hogs and breeding swine and provides an example class of swine. Section 2, Giving Reasons, includes a discussion of rules for giving oral reasons, how to take notes and outline reasons, and phrases used for describing breeding stock. In addition, a sample set of reasons is provided. The final two sections describe procedures for grading swine and feeder pigs. Tables for calculating swine grades are appended. (LRA).

ED 195 701 CE 027 197

Training Guide for Foodservice Personnel in Programs for Young Children. A Manual for Nutritionists, Dietitians, and Foodservice Specialists Who Are Developing and Conducting Training Programs.

Development Associates, Inc. Arlington, Va

Spons Agency—Administration for Children, Youth, and Families (DHEW), Washington, D.C.

Pub Date—79

Contract—HEW-105-77-1036
Note—207p
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Guides/Methods/Techniques—Non-Classroom Use (055)
EDRS Price—MF01/PC09 Plus Postage
Descriptors—*Child Development Centers, *Day Care, *Food Service Workers, *Foods Instruction, *Nutrition Instruction, *Training, Audiovisual Aids, Citations References, Competency Based Education, Learning Activities, Preschool Children, Preschool Curriculum, Training Methods
Identifiers—Department of Health Education and Welfare

This manual is a competency-based curriculum planning guide for nutritionists, dietitians, and foodservice specialists to use in conducting preservice and inservice training programs for foodservice personnel in Head Start, day care, and other preschool programs. After an introductory chapter, which states the purpose of the manual, defines instructor qualifications, describes the typical trainee and the type of program in which the trainee works, and suggests how to use the manual, the main body of the manual is divided into two sections. Section 1, The Foundation Competencies, applies to all aspects of organizing a foodservice to serve young children, and includes three competencies: nutrition and feeding of young children; job management; and sanitation and safety. Section 2, The Technical Competencies, discusses each step in carrying out a quantity foodservice, and includes four competencies: menu planning; food purchasing; food receiving and storage; and quantity food production. Each of the two main sections includes the following information: overview of competency applications; orientation to the unit; lists of booklets and learning aids, audiovisual materials, references, and competencies and sub-competencies included in each unit; instructions and activities; behavioral assessment; and handouts. Appendixes include forms for managing and assessing the training, references and addresses, and nutrition education resources. (KC).

ED 195 718 CE 027 257

DeLucca, Kenneth Peter
Safety Concepts for Pre-Student Teachers in Industrial Arts. A Research Paper.
Wisconsin Univ.—Stout, Menomonie. Graduate Coll
Pub Date—79
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Reports—Descriptive (141). Reports—Research/Technical (143)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Autoinstructional Aids, *Industrial Arts, *Legal Responsibility, *Preservice Teacher Education, *Safety Education, *Teaching Methods, * Accident Prevention, Attitudes, Behavioral Objectives, Educational Research, Industrial Arts Teachers, Laboratory Safety, Learning Activities, Literature Reviews, Material Development, Safety, School Shops, Secondary Education, Surveys, Teacher Education Curriculum, Teacher Responsibility, Tests, Vocational Education
Identifiers—Negligence

This paper describes the development of a self-instructional package to be used in a pre-student teaching class in safety instruction for industrial educators. The resource itself is contained in the body of the report. The narrative provides the review of literature undertaken and analysis of the data from a survey/questionnaire mailed to sixteen field professionals who chose the five (of twenty-one) most important items of concern in safety education topics for pre-student teachers in industrial arts. The thirty-seven-page self-instructional package contains information relating to teacher liability and safety attitudes—the two major concerns in the field of industrial arts as identified by survey respondents at the present time. Each of the two parts contains informative materials, learning activities based on them, and activity answer keys. Optional activities may be provided. Final evaluations (with answers) for each part are given. (Appendixes include list of survey participants, cover letter, and questionnaire.) (YLB).

ED 195 734 CE 027 297

Barngrover, Lavone
Cooking and Nutrition Basics. An Instructors Guide for Teaching Cooking Skills and Basic Nutrition to the Chronically Mentally Ill Who Are Being Trained for Independent Living.
Jefferson County Extension Service, Golden, Colo. Jefferson County Mental Health Center, Golden, Colo
Spons Agency—Colorado State Dept. of Education, Denver. Div. of Adult Education.
Pub Date—80
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC03 Plus Postage
Descriptors—*Cooking Instruction, *Deinstitutionalization of Disabled, *Home Economics Skills, *Mental Disorders, *Normalization Handicapped. *Nutrition Instruction, Adult Vocational Education, Classroom Techniques, Community Programs, Daily Living Skills, Objectives, Postsecondary Education, Residential Programs, Secondary Education, Teaching Guides, Teaching Methods, Vocational Education

Designed for those with teaching skills as well as those without and for those with backgrounds in nutrition and those without, this handbook provides information on how to organize and conduct nutrition education and cooking training for the chronically mentally ill. The first section describes the pilot program which developed the handbook, including setting, client characteristics, general discussion of lessons and educational methods, program costs, evaluation, and sources of informational materials. Listings of kitchen equipment for transitional living apartments and basic equipment for each class are provided. The second and major section presents some of the materials used in the six lessons of the program. (Sources for other materials are suggested.) Each lesson contains descriptions of the goals and tools (equipment and ingredients); lesson content described in steps, activities, menu and/or recipes; and discussion notes. Lesson titles include (1) Good Morning Breakfasts, (2) A Bunch of Lunch, (3) Easy Oven Cooking, (4) Thatsa Lotsa Pasta, (5) Shopping Made Easy, and (6) It's Your Choice. Additional recipes are appended. (YLB).

ED 195 736 CE 027 299

Smith, Philip D. Jr. And Others
A La Buena: Living Better. Bilingual Adult Proficiency Level Materials for Everyday Living.
West Chester State Coll. Pa
Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational, Technical, and Continuing Education
Pub Date—80
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF03/PC26 Plus Postage
Descriptors—*Adult Education, *Bilingual Education, *Consumer Education, *Health Education, *Spanish, Alcohol Education, Behavioral Objectives, Children, Consumer Protection, Course Descriptions, Curriculum Guides, Dietetics, Drug Use, Housing, Hygiene, Insurance, Learning Activities, Money Management, Nutrition, Nutrition Instruction, Obesity, Smoking
Identifiers—Adult Performance Level, Bilingual Materials, Life Skills

These bilingual English/Spanish Adult Proficiency Materials comprise three adult education courses in these areas: consumer education, health, and nutrition. Part 1, Consumer Education, covers these topics: money management, credit, frauds, consumer complaints, housing, utility bills, saving energy, banking, insurance (car, health, life), buying a car, and clothing. Part 2, Health, includes personal hygiene, prenatal care, types of doctors, heart diseases, drugs, alcohol, smoking, immunizations, eye and dental care for children, and common illnesses. Part 3, Nutrition, covers these areas: balanced diet, four basic food groups, obesity, dieting, exercise, comparative shopping, advertising, and ordering by mail. Each lesson or topic may include some or all of the following: objective(s), teacher guide or suggestions, informative materials, reading selections, questions, student exercises and/or activities, and suggested activities. Following an English version of all materials in each of the three sections, most student materials are repeated in Spanish. (YLB).

ED 195 741 CE 027 317

Hewitt, Denise And Others
Curriculum Guide for 'ESL/Agriculture Secretaries'. A Vocational Approach for Teaching 'English-as-a-Second Language'.
Ceres Unified School District, Calif
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—80
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Agribusiness, *Bookkeeping, *English Second Language, *Off Farm Agricultural Occupations, *Office Occupations Education, *Secretaries, Adult Vocational Education, Arithmetic, Behavioral Objectives, Curriculum Development, Curriculum Guides, Filing, Job Development, Job Placement, Learning Activities, Lesson Plans, Needs Assessment, Office Machines, On the Job Training, Portfolios Background Materials, Recordkeeping, Student Placement, Student Recruitment, Tests, Typewriting, Vocabulary Development

This curriculum guide contains materials necessary to implement the vocational English as a Second Language (ESL) program for Agriculture Secretary-Bookkeeper developed by the Ceres Unified School District. The first two sections provide the plans and accompanying forms for needs assessment and recruitment/intake/enrollment. In the third section a curriculum development plan is described. It includes a course outline, time line, student progress chart and checklist, and lesson plan form. The next section contains thirty-one weekly lesson plans, indicating topics, behavioral objectives, outline, vocabulary, materials, student worksheets, evaluation instruments, and lesson evaluations. Vocational topics include typing, typewriter maintenance, alphabetic filing, purchase orders, invoices, business machines, mail handling, petty cash, income tax recordkeeping, checkwriting, payroll records, bank reconciliations/deposits, job preparation, and portfolio. ESL topics include time; counting; punctuation; use of dictionary; arithmetic; fractions and decimals; vocabulary and identification of agricultural and business equipment, tools, and/or materials; telephone book; reception; and envelopes. Long and short versions of the midterm and a glossary are provided. The final section presents a job development plan for furthering students' training opportunities by placing them into on-the-job-training, as well as accompanying forms. (YLB).

ED 195 757 CE 027 384
Bame, E. Allen
Using Metrics in Industrial Arts.
Virginia State Dept. of Education, Richmond. Div. of Vocational Education
Pub Date—79
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC03 Plus Postage
Descriptors—*Industrial Arts, *Measurement, *Metric System, *Vocational Education, Drafting, Electricity, Electronics, Elementary Secondary Education, Graphic Arts, Information Sources, Learning Activities, Metal Working, Objectives, Pretests Posttests, Resource Materials, Transportation, Woodworking

This metric supplement is intended as a guide to aid the industrial arts teacher in incorporating metrics in the classroom. A list of student objectives for measurement skills is followed by an overview of the history of measurement, an argument for change to the metric system in the United States, and a discussion of metric basics (common terms). The next section contains both activities for introducing the metric system, which are written to give students experience using the basic units of metric measure, and pre- and post tests. In the following section the use of metric measurement is covered for these specific areas of industrial arts: drafting, metalworking, woodworking, graphic arts, power/transportation, and electricity/electronics. Each section includes a discussion of where and how changes needed to convert to the metric system should occur as well as suggestions for facilitating the use of metric measurement, sample activities and/or sample problems. A section on converting tools and equipment also contains a list of suggested metric materials for each industrial arts department. A listing of available resources cites sources for books, pamphlets, films/film-strips/slides, kits, posters, charts, periodicals, and supplies and equipment. (YLB).

ED 195 761 CE 027 393
Goodman, Deborah
GED Test Preparation: Practical Reading. Nutrition, Health, Recipes.
Dunbar Adult Center, Witchita, Kans
Spons Agency—Kansas State Office of Postsecondary Education, Topeka
Pub Date—79
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC03 Plus Postage
Descriptors—*Food, *Functional Reading, *Nutrition, *Problem Solving, *Reading Comprehension, Adult Basic Education, Anemia, Basic Skills, Computation, Dietetics, High School Equivalency Programs, Learning Activities, Reading Materials, Reading Skills
Identifiers—General Educational Development Tests, Life Skills

These instructional materials provide reading materials, recipes, and exercises to help students prepare for the practical reading section of the General Educational Development (GED) Tests. The passages can also help students learn and practice some important life skills in the areas of nutrition and food safety. Basic skill improvement is in reading, problem solving, and computation. Each section/lesson, which is in the format of a newsletter entitled Nutrition News, presents a penny planner's menu for three meals, reading passage, recipes for starred items in the menu, and exercises. Topics include (1) Call it Stuffing, (2) Complete Protein, (3) Cottage Cheese, (4) Dietary Goals, (5) Harvest Fruits and Vegetables, (6) Hot Weather Menus and Tips, (7) Low Blood, (8) Milk Matters, and (9) No-Nitrite Meats—Handle with Care. Answer keys provided at the end indicate the GED skill and/or basic skills addressed as well as answers to all exercises. (YLB).

ED 195 762 CE 027 396
Harris, Troy G. Minor, John
Grain Handling and Storage.
Pub Date—79
Available from—Cloud County Community College, Bookstore, 2221 Campus Dr. Concordia, KS 66901 ($12.00)
Pub Type—Books (010). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC17 Plus Postage
Descriptors—*Agribusiness, *Agricultural Education, *Crop Processing Occupations, *Grains Food, *Storage, *Vocational Education, Distributive Education, Entomology, Equipment Maintenance, Marketing, Off Farm Agricultural Occupations, Postsecondary Education, Public Relations, Rats, Safety Education, Salesmanship, Secondary Education, Textbooks
Identifiers—Pest Control

This text for a secondary- or postecondary-level course in grain handling and storage contains ten chapters. Chapter titles are (1) Introduction to Grain Handling and Storage, (2) Elevator Safety, (3) Grain Grading and Seed Identification, (4) Moisture Control, (5) Insect and Rodent Control, (6) Grain Inventory Control, (7) Elevator Maintenance, (8) Grain Shipments, (9) Grain Marketing, and (10) Customer and Public Relations. Each chapter follows this format: chapter objectives, teaching aids, supplemental references, student study guide, study questions, and technical and instructional material. Exercises, questions, and/or problems may be provided in the technical and instructional material. Appendixes include Student Self-Instruction Exercises on the topic of stored grain insects and an Occupational Experience Training Plan for general farm supply and elevator employee. (YLB).

ED 195 763 CE 027 405
Kansas Association of DECA, High School Division. Examples of Written Competitive Events, 1979-80.
Emporia State Univ. Kans
Spons Agency—Kansas State Dept. of Education, Topeka
Pub Date—80

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Tests, Questionaires, Evaluation instru ments (160)
EDRS Price—MF01/PC12 Plus Postage
Descriptors—*Competency Based Education, *Distributive Education, Adult Education, Advertising, Fashion Industry, Finance Occupations, Food Service Occupations, Marketing, Merchandising, Objective Tests, Petroleum Industry, Postsecondary Education, Sales Occupations, Secondary Education
Identifiers—Distributive Education Clubs of America, Interstate Distributive Education Curriculum

This compilation of competitive events (tests) is designed for use with the competency-based Interstate Distributive Education Curriculum (IDECC) Following a brief description of the IDECC curriculum, tests are included in the following subject areas: advertising, apparel and accessories, finance and credit, food marketing, food service general merchandising, petroleum, and sales-marketing techniques. It is suggested that teacher-coordinators utilize the tests as (1) guidelines to the types of tests administered on the state and national level, (2) practice in test administration for both students and teachers, (3) competition on the local level prior to state and national events, (4) general achievement tests at the end of the semester or year, and (5) refreshment or development of competencies not yet achieved. (Test answers are not provided.) (LRA).

ED 195 765 **CE 027 411**

Agriculture Supplies & Services. Volume 1 of 3.
Kansas State Univ. Manhattan
Spons Agency—Kansas State Dept. of Education, Topeka
Pub Date—79
Contract—79-133-01
Note—625p. ; For related documents see CE 027 412-413
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF03/PC25 Plus Postage
Descriptors—*Agricultural Education, *Agricultural Supply Occupations, *Plant Growth, *Service Occupations, *Soil Science, *Vocational Education, Agribusiness, Agricultural Supplies, Curriculum Guides, Instructional Materials, Leadership Training, Learning Activities, Plant Pathology, Secondary Education, Teaching Guides
Identifiers—Future Farmers of America

The first of three volumes included in a secondary agricultural supplies and services curriculum guide, this volume contains units of instruction in two major areas: (1) plant and soil science and (2) leadership (Future Farmers of America). Typical of the nineteen units included in the first section are the following: Plant Insect Control, Plant Deseases, Land Preparation, Agriculture Stabilization and Conservation Service, Land Judging, Marketing Crops, Establishing and Improving Tame Pastures, Agricultural Chemicals, Soil Conservation Practices, and Seed Selection. The eight units included in the leadership section include Orientation to Vocational Agriculture, Introduction to the Future Farmers of America (FFA), Duties and Responsibilities of FFA Members, Developing the FFA Program of Activities, Parliamentary Procedure and Public Speaking, Importance of Public Speaking, Developing and Delivering a Speech, and Becoming a Good Leader. Each unit follows a typical format which includes terminal objectives, specific objectives, suggested activities, instructional materials, references, information sheets, transparency masters, assignment sheets, tests, and tests answers. (LRA).

ED 195 766 **CE 027 412**

Agriculture Supplies & Services. Volume 2 of 3.
Kansas State Univ. Manhattan
Spons Agency—Kansas State Dept. of Education, Topeka
Pub Date—79
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF03/PC27 Plus Postage
Descriptors—*Agricultural Education, *Agricultural Supply Occupations, *Career Choice, *Livestock, *Supervised Farm Practice, *Vocational Education, Agribusiness, Agricultural Supplies, Animal Husbandry, Cooperative Education, Curriculum Guides, Farm Management, Instructional Materials, Learning Activities, Secondary Education, Service Occupations, Work Experience Programs

The second of three volumes included in a secondary agricultural supplies and services curriculum guide, this volume contains units of instruction in three major areas: (1) Animal Science, (2) Supervised Training Programs—Farm Business Management, and (3) Career Selection/Public Relations. Typical of the sixteen units included in the first section are the following: Livestock Feeding, Maintaining Animal Health, Breeds of Livestock, Fundamentals of Animal Genetics, Market Grades and Classes of Livestock, Reproductive Organs of Farm Animals, Composition and Classification of Feeds, and Animal Digestion. Among the six units included in section 2 are Business Procedures and Records, Supervised On-Job Experience Programs for Agribusiness, Insurance, and Agricultural Supply and Service Business Organizations. The final portion of Volume 2 contains the following 6 units: Salesmanship, Displaying and Advertising, Careers in Agriculture, Human Relations, Career Selection, and Customer Relations. Each unit follows a typical format which includes terminal objectives, specific objectives, suggested activities, instructional materials, references, information sheets, transparency masters, assignment sheets, tests, and test answers. (LRA).

ED 195 767 **CE 027 413**

Agriculture Supplies & Services. Volume 3 of 3.
Kansas State Univ. Manhattan
Spons Agency—Kansas State Dept. of Education, Topeka
Pub Date—79
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF03/PC26 Plus Postage
Descriptors—*Agricultural Education, *Agricultural Engineering, *Agricultural Machinery Occupations, *Agricultural Supply Occupations, *Vocational Education, Curriculum Guides, Instructional Materials, Learning Activities, Secondary Education

The third of three volumes included in a secondary agricultural supplies and services curriculum guide, this volume contains twenty-five units of instruction in the area of agricultural mechanics. Among the unit topics included are (1) Farm Safety, (2) Ignition Systems; (3) Servicing Wheel Bearings, (4) Oxyacetylene Cutting, (5) Servicing the Tractor, (6) Fasteners, (7) Blueprint Reading, (8) Baler Operation and Maintenance, (9) Electrical Safety, (10) Fundamentals of Electricity, (11) Farm Fuels, and (12) Electrical Wiring Practices. Each unit follows a typical format which includes terminal objectives, specific objectives, suggested activities, instructional materials, references, information sheets, transparency masters, assignment sheets, tests, and test answers. (LRA).

ED 195 778 **CE 027 443**

Military Curriculum Materials for Vocational and Technical Education. Fire Protection Specialist, CDC 57150, 17-12.
Air Force School of Applied Aerospace Sciences, Chanute AFB, Ill.
Ohio State Univ., Columbus. National Center for Research in Vocational Education
Pub Date—79
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)
EDRS Price—MF04/PC30 Plus Postage
Descriptors—*Fire Fighters, *Fire Protection, *Fire Science Education, Emergency Squad Personnel, First Aid, Independent Study, Individualized Instruction, Learning Activities, Postsecondary Education, Rescue, Secondary Education
Identifiers—Military Curriculum Project

This five-volume course is designed to provide the student with information about fire protection, first aid and rescue, and special situation firefighting techniques. The course is one of number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in civilian setting. The course materials include the following volumes: General Subjects for Fire Protection, Fire Engineering and Investigation, First Aid and Rescue, Fire Protection Vehicles, and Structural Firefighting. Each volume contains reading assignments, review exercises and answers, and an examination. The course is designed for student self-study. (LRA).

ED 195 779 CE 027 444

Military Curriculum Materials for Vocational and Technical Education. Petroleum Supply Specialist, 76W10, 19-4.

Calexico Unified School District, Calif. Bilingual Education Program. Ohio State Univ. Columbus. National Center for Research in Vocational Education

Pub Date—78

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF07/PC42 Plus Postage

Descriptors—*Fuels, *Petroleum Industry, Administration, Behavioral Objectives, Course Content, Equipment, Equipment Maintenance, Instructional Materials, Postsecondary Education, Secondary Education, Teaching Guides, Units of Study

Identifiers—Military Curriculum Project, Supply Occupations

Designed to provide knowledge in receiving, storing, issuing, dispensing, and shipping of petroleum products, this course is one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. The course consists of three annexes covering 219 hours of instruction. Annex A, General Petroleum Subjects, provides a knowledge of general subjects required of the petroleum supply specialist. Annex C, Class III Supply Point Operations, provides a knowledge of methods of petroleum supply, and operation and operator maintenance of petroleum distribution and dispensing equipment used in class III supply points. Annex D, Terminal Operations, provides a knowledge in terminal operating principles, procedures, practices, and in operation and operator maintenance of terminal equipment. Printed instructor materials include a plan of instruction detailing the teaching steps by the units of instruction, criterion objectives, the duration of the lessons, references, and instructor's guide for each annex. A course manager's guide contains additional references and objectives. Student materials include three study guides with text information, objectives, review exercises, and references. Two technical manuals are appended. (LRA).

ED 195 780 CE 027 445

Adult Roles & Functions. Objective Based Evaluation System.

West Virginia State Vocational Curriculum Lab. Cedar Lakes

Spons Agency—West Virginia State Board of Education, Charleston. Div. of Vocational-Technical Education. West Virginia Univ. Morgantown. Div. of Family Resources

Pub Date—80

Available from—West Virginia Vocational Curriculum Laboratory, Cedar Lakes Conference Center, Ripley, WV 25271 ($20.00, single copies only)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Tests, Questionnaires, Evaluation instruments (160)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Competency Based Education, *Family Relationship, *Home Economics, *Item Banks, *Role Perception, *Values Education, Career Choice, Competence, Consumer Education, Family Problems, Grade 11, Grade 12, High Schools, Home Management, Housing, Life Style, Nutrition, Objective Tests, Parenthood Education, Role Conflict, Tests, Youth Problems

This book of objective-based test items is designed to be used with the Adult Roles and Functions curriculum for a non-laboratory home economic course for grades eleven and twelve. It contains item banks for each cognitive objective in the curriculum. In addition, there is a form for the table of specifications to be developed for each unit. This objective-based evaluation system is organized into two sections. The teachers' section provides a discussion of the evaluation process, definitions, directions for using the items, and a sample table of specifications. The second section contains collections of items for measuring each specific objective in the nine units of the curriculum (introduction, problems of teenagers, family relations, home management, housing, parenting, nutrition, consumer education, and careers). Test items are true-false, multiple choice, matching, and yes-no types. (KV).

ED 195 781 CE 027 446

Adult Roles & Functions. A Nonlaboratory Home Economics Course for Eleventh and Twelfth Graders.

West Virginia State Vocational Curriculum Lab. Cedar Lakes

Spons Agency—Marshall Univ. Huntington, W. Va. Dept. of Home Economics. West Virginia State Board of Education, Charleston. Div. of Vocational-Technical Education

Pub Date—79

Available from—West Virginia Vocational Curriculum Laboratory, Cedar Lakes Conference Center, Ripley, WV 25271 ($20.00, single copies only)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF04/PC30 Plus Postage

Descriptors—*Competency Based Education, *Family Relationship, *Home Economics, *Role Perception, *Values Education, Career Choice, Communication Thought Transfer, Competence, Consumer Education, Curriculum Guides, Decision Making, Educational Resources, Family Problems, Grade 11, Grade 12, High Schools, Home Management, Housing, Instructional Materials, Life Style, Nutrition, Objectives, Parenthood Education, Resources, Role Conflict, Self Concept, Youth Problems

This competency-based curriculum guide is designed for a non-laboratory course in home economics for eleventh and twelfth grades. It was developed and field tested by twenty-nine teachers in high schools in West Virginia. The Adult Roles and Functions curriculum is organized in two sections. The teacher's section contains information on teaching the course, a master list of concepts, essential competencies and learner outcomes, scheduling suggestions, a glossary, resource list, and addresses of publishers. The units section consists of the nine units for the course, each with a guide containing a list of competencies, suggested activities, instructional materials needed and evaluation suggestions; and supplements, which are student materials such as case histories, role playing suggestions, quizzes, attitude surveys, games, and discussion questions. Topics covered by the units include problems of teenagers, family relations, home management, housing, parenting, nutrition, consumer education, and careers. An introductory unit provides an overview of the course and presents unifying concepts that recur throughout the course, such as valuing, self-concept, communication, lifestyle, goals, and decision making. (KC).

ED 195 782 CE 027 449

Gibbons, Sarah Jane, Comp

A Guide to Mainstreaming in Home Economics.

West Virginia State Vocational Curriculum Lab. Cedar Lakes

Spons Agency—West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education

Pub Date—79

Available from—West Virginia Vocational Curriculum Laboratory, Cedar Lakes Conference Center, Ripley, WV 25271 ($1.00, single copies only)

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Classroom Techniques, *Disabilities, *Educational Needs, *Home Economics, *Mainstreaming, *Teaching Methods, Educational Legislation, Federal Legislation, Guidelines, Hearing Impairments, Individualized Education Programs, Mental Retardation, Program Implementation, Secondary Education, Special Health Problems, Student Needs, Teacher Role, Visual Impairments, Vocational Education

Identifiers—Education for All Handicapped Children Act

The purpose of this guide is to help home economics teachers facilitate the mainstreaming of handicapped students. The first section provides an overview of mainstreaming, including legislation, least restrictive environment, and role of the vocational teacher. It also discuses five areas of educational needs for handicapped students: socialization skills, positive self-concept development, experiencing daily living activities, developing independence, and employability and occupational skill development. The next section deals with eight disabilities: (1) chronic illness, (2) deafness and hearing impairments, (3) immobility, (4) incoordination, (5) limited energy, (6) limited use or loss of hands, (7) mental retardation, and (8) visual impairments. Definitions, characteristics, problems encountered in the classroom, and suggested teaching and learning strategies for minimizing students' handicaps are noted to promote better understanding of each disability. The next section contains nine guidelines suggested by teachers of handicapped students to serve as a basis for establishing effective programs. A glossary of terms as well as lists of resource materials and selected national, state, and local resource agencies are appended. (YLB).

ED 195 785 CE 027 457

Military Curricula for Vocational & Technical Education. Petroleum Equipment and Technical Operations, QM0142, 19-5.

Army Training Support Center, Fort Eustis, Va. Ohio State Univ. Columbus. National Center for Research in Vocational Education

Sponsoring Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C. Div. of Adult Education

Pub Date—78

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—*Equipment, *Fuels, *Petroleum Industry, *Quality Control, *Technical Education, *Transportation, Course Content, Individualized Instruction, Learning Activities, Programed Instructional Materials, Storage, Student Evaluation

Identifiers—Military Curriculum Project

This subcourse containg lesson assignments, lesson texts, and programmed reviews covers the most frequently used equipment for transporting and storing petroleum products from the time they are purchased until they are consumed by the user. The course is one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. Three lessons are included in the course. Lesson 1, Petroleum Equipment and Operations, covers bulk petroleum transporters and refuelers, gaging equipment, and use of the fuel system supply point. Lesson 2, Quality Surveillance and Petroleum Testing Facilities, includes categories of petroleum products; use of military and federal specifications; importance of and responsibility for the POL quality surveillance program; indications, causes, and disposition of off-specification products; and army petroleum laboratories and equipment. Lesson 3, Military Petroleum Pipelines, covers components of a military pipeline, advantages and disadvantages of pipelines; and identification of pipelines operated by the Army in World War II and currently. Each lesson in the course is designed for self-evaluation. This is done through the self-grading exercises which must be worked after studying each lesson text. An examination booklet is included. (LRA).

ED 195 786 CE 027 458

Military Curricula for Vocational & Technical Education. Instructor Basic Course. 12-6.

Naval Air Technical Training Center, Millington, Tenn. Ohio State Univ. Columbus. National Center for Research in Vocational Education

Pub Date—79

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF07/PC41 Plus Postage

Descriptors—*Learning Theories, *Teacher Education, *Teaching Experience, *Teaching Methods, *Test Construction, Adult Education, Classroom Techniques, Counseling, Course Descriptions, Criterion Referenced Tests, Curriculum Guides, Learning Activities, Lesson Plans, Microcounseling, Microteaching, Postsecondary Education, Student Teaching, Teacher Evaluation

Identifiers—Military Curriculum Project

This outline of instruction and student guide for a postsecondary level course for instructors is one of a number of military-developed curriculum packages selected for adaptation to instruction and curriculum development in a civilian setting. The course is designed to provide the neccesary information that the student will need in planning and writing lesson topic guides, instructing group-paced practice teaching lessons, developing and writing criterion tests, participating in practice counseling sessions, and evaluating other student instructors in group-paced teaching lessons. It consists of twenty-seven lessons covering 116 hours of instruction. Teacher materials include an outline of instruction detailing instructional materials, terminal objectives, enabling objectives, criterion testing, lesson content, and homework assignments. The student guide provides information sheets for most lessons taught. The text, A Manual for Navy Instructors, provides an introduction and guidance to the Navy's systems approach to training activities for planning, conducting and evaluating instruction, with emphasis on the role of the instructor as a manager of learning. Self-tests and test problems conclude most of the nine chapters. (YLB).

ED 195 791 CE 027 474

Eckes, William Fulkerson, Dan

Air Conditioning and Refrigeration Book III.

Mid-America Vocational Curriculum Consortium, Stillwater, Okla. Oklahoma State Dept. of Vocational and Technical Education, Stillwater

Pub Date—80

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Air Conditioning, *Climate Control, *Job Application, *Refrigeration. *Thermal Environment, *Vocational Education, Air Conditioning Equipment, Air Flow, Behavioral Objectives, Building Design, Business Administration, Course Content, Curriculum Guides, Human Relations, Instructional Materials, Learning Activities, Orientation Materials, Postsecondary Education, Secondary Education, Units of Study, Ventilation

Designed to present theory as a functional aspect, this air conditioning and refrigeration curriculum guide is comprised of nine units of instruction. Unit titles include (1) Job Orientation, (2) Applying for a Job, (3) Customer Relations, (4) Business Management, (5) Psychometrics, (6) Residential Heat Loss and Heat Gain, (7) Duct Design and Sizing, (8) Air Treatment, and (9) Residential Systems. Each instructional unit includes some or all of the basic components of a unit of instruction: performance objectives, suggested activities for teachers, information sheets, assignment sheets, visual aids, job sheets, tests, and answers to the tests. It is noted that each unit is planned for more than one lesson or class period of instruction. (LRA).

ED 195 792 CE 027 475

Decker, Robert L.

Hydraulics.

Mid-America Vocational Curriculum Consortium, Stillwater, Okla. Oklahoma State Dept. of Vocational and Technical Education, Stillwater

Pub Date—80

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Equipment Maintenance, *Fluid Mechanics, *Hydraulics, *Vocational Education, Behavioral Objectives, Course Content, Curriculum Guides, Engines, Human Relations, Instructional Materials, Learning Activities, Machine Repairers, Postsecondary Education, Secondary Education, Units of Study

Designed for use in courses where students are expected to become proficient in the area of hydraulics, including diesel engine mechanic programs, this curriculum guide is comprised of fourteen units of instruction. Unit titles include (1) Introduction, (2) Fundamentals of Hydraulics, (3) Reservoirs, (4) Lines, Fittings, and Couplers, (5) Seals, (6) Fluids and Filters, (7) Pumps, (8) Valves, (9) Cylinders, (10) Motors, (11) Accessories, (12), Circuits, Diagrams, and Symbols, (13) General Maintenance, and (14) Diagnosis and Testing. Each instructional unit includes some or all of the basic components of a unit of instruction: performance objectives, suggested activities for teachers and students, information sheets, assignment sheets, job sheets, visual aids, tests, and answers to the tests. It is noted that each unit is planned for more than one lesson or class period of instruction. (LRA).

ED 195 793 CE 027 476

Robertson, L. Paul

Basic Electronics I.

Mid-America Vocational Curriculum Consortium, Stillwater, Okla
Pub Date—80
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF05 Plus Postage. PC Not Available from EDRS
Descriptors—*Electricity, *Electronics, *Electronics Industry, *Vocational Education, Behavioral Objectives, Course Content, Curriculum Guides, Electric Circuits, Electronic Equipment, Instructional Materials, Job Application, Learning Activities, Postsecondary Education, Secondary Education, Units of Study

Designed for use in basic electronics programs, this curriculum guide is comprised of twenty-nine units of instruction in five major content areas: Orientation, Basic Principles of Electricity/Electronics, Fundamentals of Direct Current, Fundamentals of Alternating Current, and Applying for a Job. Each instructional unit includes some or all of the basic components of a unit of instruction: performance objectives, suggested activities for teachers and students, information sheets, assignment sheets, visual aids, tests, and answers to the test. It is noted that each unit is planned for more than one lesson or class period of instruction. Among the units included in section 3, Fundamentals of Direct Current, are the following: Circuit Fudamentals, Resistence, Voltage and Measurement, Conductors and Insulators, Series Circuits, and Magnetism. In the fourth section unit topics include The Nature of Alternating Current, Inductance, Capacitance, and Capacitive Reactance. (LRA).

ED 195 794 **CE 027 477**

Let's Teach Safety. A Directory of Classroom Resources.
American Vocational Association, Inc. Arlington, Va
Pub Date—80
Available from—American Vocational Association, Inc. 2020 North Fourteenth St. Arlington, VA 22201 (Order No. 10480, $5.00)
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Reference Materials—Directories/Catalogs (132)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Educational Resources, *Industrial Arts, *Safety, *Safety Education, *Vocational Education, Agricultural Occupations, Annotated Bibliographies, Business, Health Occupations, Home Economics, Instructional Materials, Managerial Occupations, Marketing, Office Occupations, Resource Materials, Trade and Industrial Education

Intended for use by vocational education teachers, this directory contains listings of such classroom resources as films, pamphlets, charts, and transparencies useful for teaching safety awareness and safety habits in seven vocational occupation areas. A total of fifty-one resources relating to agricultural occupations are listed. The section on business and office occupations contains ten items, the section on distribution and marketing occupations contains eleven items, and the section on general and administrative occupations contains thirty-seven items. A total of twenty-four resources are included in the health occupations section, and twenty-one resources are provided in the section for home economics occupations. The largest section, which is devoted to trade and industry and industrial arts occupations, includes 104 assorted teaching aids. Following the title of each item, a brief description is given. It includes the item type, length, stock number, and cost. A content summary and supplier names and addresses are also provided. (MN).

ED 195 804 **CE 027 522**

Preparing for Your Career Promotion: Instructor. Curriculum: Distributive Education.
Missouri Univ. Columbia. Instructional Materials Lab
Report No.—DE-36-1
Pub Date—80
Available from—Instructional Materials Laboratory, University of Missouri—Columbia, 10 Industrial Education Building, Columbia, MO 65201 ($4.00)
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Competency Based Education, *Distributive Education, *Job Development, *Management Development, *Promotion Occupational, Behavioral Objectives, Career Development, Employment Level, Instructional Materials, Job Performance, Secondary Education, Supervisory Training, Teaching Methods

This secondary distributive education performance-based instructional unit on preparation for career promotion contains seven lesson plans, each based on a fifty-five minute period. The lesson plans cover the following information: (1) the different roles of an effective manager, (2) the manager's responsibilities to subordinates and supervisors and the means by which the manager delegates authority, (3) steps a manager should take to establish and maintain a good working climate, (4) how to select a training program, (5) the primary psychological factors that motivate employees to greater productivity, (6) how to prepare for promotions, and (7) the duties and responsibilities of the higher levels of management. Each lesson plan includes most of the following elements: information sheets, assignment sheets, transparency masters, key and answer sheets, and teacher reference sheets. A list of terminal and enabling objectives and a preassessment instrument and key precede the lesson plans. Optional activities, a bibliography, a post-assessment instrument, and key and unit evaluation are included at the end of the unit. (LRA).

ED 195 805 **CE 027 523**

Buying and Pricing: Instructor Material. Curriculum: Distributive Education.
Missouri Univ. Columbia. Instructional Materials Lab
Report No.—DE-31-1
Pub Date—80
Available from—Instructional Materials Laboratory, University of Missouri—Columbia, 10 Industrial Education Building, Columbia, MO 65201 ($4.00)
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Competency Based Education, *Distributive Education, *Marketing, *Merchandising, *Purchasing, Behavioral Objectives, Instructional Materials, Retailing, Secondary Education, Teaching Methods

This secondary distributive education performance-based instructional unit on buying and pricing contains thirteen lesson plans, each based on a fifty-five minute period. Among the topics covered are the following: (1) the importance of analysing the customers' demands for merchandise before planning what and when to buy, (2) questions about consumers' needs that must be answered before a buyer can purchase intelligently for consumers, (3) different methods available for purchasing for a small or large business, (4) methods which may be used to keep track of profitable sources of supply, (5) factors considered by the buyer in determining the retail price on a given product or service, and (6) the legal restrictions placed on pricing by the Fair Trade Acts and the Unfair Sales Practices Act. Each lesson plan includes most of the following elements: information sheets, assignment sheets, transparency masters, key and answer sheets, and teacher reference sheets. A list of terminal and enabling objectives and a preassessment instrument and key precede the lesson plans. Optional activities, a bibliography, a post-assessment instrument, and key and unit evaluation are included at the end of the unit. (LRA).

ED 195 806 **CE 027 524**

Operating Your Own Business: Instructor Guide. Curriculum: Distributive Education.
Missouri Univ. Columbia. Instructional Materials Lab
Report No.—DE-35-1
Pub Date—80
Available from—Instructional Materials Laboratory, University of Missouri—Columbia, 10 Industrial Education Building, Columbia, MO 65201 ($4.00)
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Business Education, *Competency Based Education, *Distributive Education, Behavioral Objectives, Curriculum Guides, Instructional Materials, Secondary Education, Teaching Methods
Identifiers—Entrepreneurs, Small Businesses

This secondary distributive education performance-based instructional unit on operating your own business contains nineteen lesson plans, each based on a fifty-five minute period. Among the topics covered are the following: (1) the various types of business establishments in the community, (2) small-scale establishments and various small-scale businesses, (3) the various types of large scale establishments and the ways they differ from the small-scale businesses, (4) the steps to use in deciding upon a location for a business, (5) the equipment and merchandise needed for a new business, and (6) the financial requirements needed in the new business. Each lesson plan includes most of the following elements: information sheets, assignment sheets, transparency masters, key and answer sheets, and teacher reference sheets. A list of terminal and enabling objectives and a pre-assessment instrument and key precede the lesson plans. Optional activities, a bibliography, a post-assessment instrument and key and unit evaluation are included at the end of the unit. (LRA).

ED 195 809 CE 027 530

Usoro, Hogan

Vocational Preparation Curriculum: Welding.

Missouri Univ. Columbia. Instructional Materials Lab

Spons Agency—Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational Education

Report No.—SN-5-1

Pub Date—80

Available from—Instructional Materials Laboratory, Univeristy of Missouri—Columbia, 10 Industrial Education Bldg. Columbia, MO 65201 ($12.00)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Disabilities, *Disadvantaged, *Individualized Instruction, *Job Skills, *Vocational Education, *Welding, Behavioral Objectives, Check Lists, Elementary Secondary Education, Employment Opportunities, Illustrations, Instructional Materials, Learning Activities, Mainstreaming, Pacing, Safety

Designed to be a workable guide for instructors serving the occupational needs of various categories of disadvantaged and handicapped students, this welding curriculum contains fourteen units of self-paced and self-contained instructional materials. The instructional units cover the following topics: job opportunities in welding, safety rules in gas welding, lighting and adjusting a welding torch, running a bead with or without filler rod, brazing a butt joint, flame cutting metal, safety rules in arc welding, striking an arc, running short beads with an electrode, welding in a flat position with an electrode, and welding a bevelled butt joint and a lap joint with an electrode. Each unit consists of five color-coded sections that present (1) student objectives and self-assessment statements to help students determine their ability to perform the unit objectives; (2) a brief motivational statement describing the theme of the unit; (3) description of the tools, materials, and equipment necessary for a given psychomotor skills lesson; (4) step-by-step explanations and illustrations of a given skill; and (5) true-false, identification, and steps-of-procedure evaluation sheets to be used by instructors to evaluate student performance. (MN).

ED 195 811 CE 027 535

O'Bryan, Robert C.

Breeding Livestock. A Unit for Teachers of Vocational Agriculture. Production Agriculture Curriculum Materials Project.

Kentucky Univ. Lexington. Div. of Vocational Education

Spons Agency—Kentucky Research Coordinating Unit, Lexington

Report No.—H-S-34a

Pub Date—79

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Agricultural Education, *Agricultural Production, *Agricultural Skills, *Animal Husbandry, *Livestock, *Vocational Education, Behavioral Objectives, Competence, Instructional Materials, Job Skills, Learning Activities, Secondary Education, Tests, Transparencies

Designed to provide instructional materials for use by vocational agriculture teachers, this unit on breeding livestock contains materials for use in teaching the importance of breeding, the physiology of livestock breeding, reproductive processes, sire selection, and breeding systems. Lessons on each of these competencies contain the following: (1) a performance objective, (2) teaching-learning activities, (3) supplemental materials, and (4) a criterion-referenced measure. Suggestions for using problem-solving procedures, resource persons, field trips, audio-visual aids, and supplementary materials are outlined in the section on teaching-learning activities provided for each lesson. Transparency masters of charts, tables, and illustrations are provided in each lesson. (Related documents contain similar instructional materials on dairy housing and equipment, feeding livestock, livestock judging, tobacco production, and corn production—see note.) (MN).

ED 195 812 CE 027 536

Colliver, Jewell B.

Dairy Housing and Equipment. A Unit for Teachers of Vocational Agriculture. Production Agriculture Curriculum Materials Project.

Kentucky Univ. Lexington. Div. of Vocational Education

Spons Agency—Kentucky Research Coordinating Unit, Lexington

Report No.—H-S-51Aa

Pub Date—79

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Agricultural Education, *Agricultural Machinery, *Agricultural Production, *Agricultural Skills, *Animal Facilities, *Vocational Education, Behavioral Objectives, Competence, Equipment Evaluation, Equipment Maintenance, Instructional Materials, Job Skills, Learning Activities, Livestock, Secondary Education

Identifiers—Dairy Industry

Designed to provide instructional materials for use by vocational agriculture teachers, this unit on dairy housing and equipment contains four lessons based upon competencies needed to be a dairy farmer. The lessons in this unit cover the maintenance of milking systems, the provision of adequate and economical housing for dairy animals, and the provision of adequate and economical materials-handling equipment. Each lesson contains the following: (1) a performance objective, (2) teaching-learning activities (including technical content), (3) supplementary materials (lists of references), and (4) check-out activities. Suggestions for using problem-solving procedures, resource persons, field trips, and audio-visual aids are outlined in the sections on teaching-learning activities provided for each lesson. (Related documents contain similar instructional materials on breeding livestock, livestock judging, feeding livestock, tobacco production, and corn production—see note.) (MN).

ED 195 813 CE 027 537

Johnson, Boyd C.

Feeding Livestock. A Unit for Teachers of Vocational Agriculture. Production Agriculture Curriculum Materials Project.

Kentucky Univ. Lexington. Div. of Vocational Education

Spons Agency—Kentucky Research Coordinating Unit, Lexington

Report No.—H-S-35a

Pub Date—79

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Agricultural Education, *Agricultural Production, *Agricultural Skills, *Animal Husbandry, *Livestock, *Vocational Education, Behavioral Objectives, Competence, Instructional Materials, Job Skills, Learning Activities, Secondary Education, Tests, Transparencies

Identifiers—Livestock Feed

Designed to provide instructional materials for use by vocational agriculture teachers, this unit on feeding livestock contains nine lessons based upon competencies needed to be a livestock producer. The lessons in this unit cover the importance of good feeding practices, the identification of nutritional needs and the composition of feeds for farm livestock, how livestock use their food, providing vitamins and minerals for livestock, balancing rations for livestock, using protein supplements and forages, and the importance of providing clean water for livestock. Each lesson contains the following:

(1) a performance objective, (2) teaching-learning activities, (3) supplementary materials, and (4) a criterion-referenced measure. Suggestions for using problem-solving procedures, resource persons, field trips, and audio-visual aids are outlined in the section on teaching-learning activities provided for each lesson. Transparency masters of charts, tables, and illustrations are included in most lessons. (Related documents contain similar instructional materials on breeding livestock, livestock judging, dairy housing and equipment, tobacco production, and corn production—see note.) (MN).

ED 195 814 CE 027 538

Grace, Clyde, Jr

Corn Production. A Unit for Teachers of Vocational Agriculture. Production Agriculture Curriculum Materials Project.

Kentucky Univ. Lexington. Div. of Vocational Education
Spons Agency—Kentucky Research Coordinating Unit, Lexington
Report No.—H-S-25a
Pub Date—79
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC06 Plus Postage
Descriptors—*Agricultural Education, *Agricultural Production, *Agricultural Skills, *Grains Food, *Plant Growth, *Vocational Education, Behavioral Objectives, Check Lists, Competence, Instructional Materials, Job Skills, Learning Activities, Marketing, Plant Pathology, Secondary Education, Transparencies
Identifiers—Corn Production

Designed to provide instructional materials for use by vocational agriculture teachers, this unit contains nine lessons based upon competencies needed to maximize profits in corn production. The lessons cover opportunities for growing corn; seed selection; seedbed preparation; planting methods and practices; fertilizer rates and application; weeds, insects, and diseases of corn; harvesting and storing corn; marketing corn; and production economics. Each lesson contains the following: (1) a performance objective, (2) teaching-learning activities (including technical content), (3) supplementary materials (including transparency masters and lists of references), and (4) check-out activities. Suggestions for using problem-solving procedures, resource persons, field trips, and audio-visual aids are outlined in the sections on teaching-learning activities provided for each lesson. Transparency masters of charts, tables, and illustrations are included in each lesson. (Related documents contain similar instructional materials on breeding livestock, livestock judging, feeding livestock, dairy housing and equipment, and tobacco production—see note.) (MN).

ED 195 815 CE 027 539

Hughes, Mike And Others

Tobacco Production. A Unit for Teachers of Vocational Agriculture. Production Agriculture Curriculum Materials Project.

Kentucky Univ. Lexington. Div. of Vocational Education
Spons Agency—Kentucky Research Coordinating Unit, Lexington
Report No.—H-S-12-15a
Pub Date—79
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC11 Plus Postage
Descriptors—*Agricultural Education, *Agricultural Production, *Agricultural Skills, *Plant Growth, *Tobacco, *Vocational Education, Behavioral Objectives, Check Lists, Competence, Instructional Materials, Job Skills, Learning Activities, Marketing, Plant Pathology, Secondary Education, Tables Data, Transparencies

Designed to provide instructional materials for use by vocational agriculture teachers, this unit contains forty-one lessons based upon competencies needed to maximize profits in tobacco production. The lessons in this unit cover such topics as the importance of tobacco, selecting land for tobacco, soil analysis and treatment, selecting tobacco varieties, soil preparation and seeding, insect and disease control, plant cultivation, curing tobacco, marketing, federal regulations for tobacco, and transporting and selling tobacco. Each lesson contains the following: (1) a performance objective, (2) teaching-learning activities, (3) supplementary materials, and (4) a check-out activity. Suggestions for using problem-solving techniques, resource persons, field trips, and audio-visual aids are outlined in the sections on teaching-learning activities provided for each lesson. Transparency masters of charts, tables, and illustrations are included in most lessons. (Related documents contain similar instructional materials on breeding livestock, livestock judging, feeding livestock, dairy housing and equipment, and corn production—see note.) (MN).

ED 195 816 CE 027 540

Smith, Anthony

Livestock Judging. A Unit for Teachers of Vocational Agriculture. Production Agriculture Curriculum Materials Project.

Kentucky Univ. Lexington. Div. of Vocational Education
Spons Agency—Kentucky Research Coordinating Unit, Lexington
Report No.—H-S-32a
Pub Date—79
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC05 Plus Postage
Descriptors—*Agricultural Education, *Agricultural Production, *Agricultural Skills, *Evaluation, *Livestock, *Vocational Education, Animal Husbandry, Behavioral Objectives, Competence, Definitions, Instructional Materials, Job Skills, Learning Activities, Secondary Education, Selection, Tests, Transparencies
Identifiers—Livestock Judging

Designed to provide instructional materials for use by vocational agriculture teachers, this unit on livestock judging contains materials based on five competencies needed to be a livestock producer. The following competencies are covered: general preparation for livestock judging, selection, and evaluation; judging, selection, and evaluation of beef cattle; judging, selection, and evaluation of swine; judging, selection, and evaluation of sheep; and giving oral reasons. Lessons on each of these competencies contain a performance objective, teaching-learning activities, supplemental materials, and a criterion-referenced measure. Suggestions for using problem-solving procedures, audio-visual aids, resource persons, field trips, and supplementary materials are outlined in the section on teaching-learning activities provided for each lesson. Transparency masters of charts, tables, and illustrations are also included in each lesson. (Related documents contain similar instructional materials on breeding livestock, dairy housing and equipment, feeding livestock, tobacco production, and corn production—see note.) (MN).

ED 195 830 CE 027 585

Holst, Alice L. And Others

Legal Secretarial Supplement to the California Business Education Program Guide.

Nelken (Ira) and Associates, Inc. Chico, Calif. Planning Associates, Merced, Calif
Spons Agency—California Community Colleges, Sacramento. Office of the Chancellor. California State Dept. of Education, Sacramento. Vocational Education Services. Office of Education (DHEW), Washington, D.C.
Pub Date—80
Contract—8534
Note—307p. ; For related documents see CE 027 586-604, ED 105 274, and ED 186 729-730
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC13 Plus Postage
Descriptors—*Business Education, *Competency Based Education, *Legal Education, *Minimum Competencies, *Office Occupations Education, *Secretaries, Adult Education, Behavioral Objectives, Distributive Education, Job Skills, Learning Activities, Minimum Competency Testing, Office Management, Performance, Postsecondary Education, Recordkeeping, Secondary Education, Shorthand, Typewriting
Identifiers—California

This supplement to the California Business Education Program Guide for Office and Distributive Occupations is designed to assist office education teachers of secondary, postsecondary, and adult students to update their business education curricula in light of new technology and increasing demand for skilled office workers. Focusing on the legal secretary, the guide is comprised of thirteen competency modules. Module topics include (1) legal terminology, (2) specialized typing techniques, (3) dictation and transcription, (4) legal forms and documents, (5) filing, (6) client contact, (7) legal ethics, (8) calendaring, (9) recordkeeping and banking, (10) mail, (11) office maintenance, (12) employability, and (13) career development. The first pages of each module contain performance objectives which indicate to the instructor and student what can be taught/learned to meet entry-level legal secretarial occupational standards. Following the list of performance objectives in each module are possible instructional strategies, pre/post tests, and possible instructional materials. A cross-reference section is included which outlines the main interrelationships between modules. The California Business Education Program Guide for Office and Distributive Occupations along with common core units of instruction are also available—see note. (LRA).

ED 197 057 CE 027 070

Wesson, Carl E.

Task Analysis Inventories. Series II.

Employment and Training Administration (DOL), Washington, D.C.

Pub Date—80

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Reference Materials—Vocabularies/Classifications (134). Tests, Questionaires, Evaluation instru ments (160)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Job Analysis, *Job Skills, *Occupational Information, *Task Analysis. Adults, Aerospace Industry, Anthropology, Aviation Technology, Building Trades, Cabinetmaking, Check Lists, Chemical Industry, Chemical Technicians, Economics, Educational Background, Electrical Occupations, Food Processing Occupations, Forestry Occupations, History, Instrumentation, Instrumentation Technicians, Libraries, Library Personnel, Lumber Industry, Manufacturing, Petroleum Industry, Plastics, Political Science, Repair, Social Sciences, Sociology, Woodworking

Identifiers—Boats, Paper and Pulp Occupations, Shipbuilding Industry, Textile Industry

This second in a series of task analysis inventories contains checklists of work performed in twenty-two occupations. Each inventory is a comprehensive list of work activities, responsibilities, educational courses, machines, tools, equipment, and work aids used and the products produced or services rendered in a designated occupational area. The inventories can be used to set up work programs, write job descriptions, or be given to workers to check appropriate items in a self-inventory of their work. The information collected by use of the inventories may be helpful to job developers, counselors, and training and placement personnel. It also may be used in the development of curriculums for vocational or apprenticeship training.

Occupations covered in this inventory series include aircraft and aerospace manufacturing; building and construction trades; chemical processing; economics and political science work; electrical equipment, apparatus, and devices manufacturing; electronic components, equipment, and apparatus manufacturing; plastics manufacturing; food processing; history, sociology, and anthropology work; instruments and apparatus manufacturing; knitting mill work; library work; logging; paper and paperboard converting; petroleum refining; sawmill and planning mill work; ship and boat building and repairing; textile mill work; veneer and plywood mill work; woodworking. (KC).

ED 197 110 CE 027 680

Living, Being, Eating: Decisions We Make.

Georgia State Dept. of Education, Atlanta. Div. of Vocational Education

Spons Agency—Georgia State Dept. of Human Resources, Atlanta

Pub Date—79

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—*Decision Making, *Foods Instruction, *Models, *Nutrition Instruction. *Planning, *Values, Budgeting, Correctional Institutions, Decision Making Skills, Delinquency, Delinquent Rehabilitation, Elementary Secondary Education, Food, Goal Orientation, Learning Activities, Nutrition, Objectives, Postsecondary Education, Role Playing, Values Clarification

Identifiers—Youth Development Centers

Developed for use in the Youth Development Center of Georgia, these fifteen lessons respond to a need for nutrition education and training. Lesson titles are (1) Pre-Test and Brainstorming Exercises; (2) Moods and Emotions; (3) Reasons (rational vs. emotional thinking); (4) Two Sides of an Issue (rational, emotional, and combination thinking; consideration of other opinions); (5) Alternatives (brainstorming in decision-making process); (6) Foods as Alternatives; (7) Information and Risks (information gathering to avoid risk taking); (8) Food; (9) Are you a Risk Taker? (values as a component of decision-making); (10) What is a Critical Decision? (role of clarifying values in good decision making); (11) The Decision is Whether or Not to Decide (decision-making model use with nutrition-related decision); (12) The Story of Missed Critical Decisions (decision-making model use in life-planning situation); (13) Living on Your Own, Being on Your Own, Eating on Your Own (budgeting); (14) Options: A Decision-Making Game (decision-making model use regarding post-release plans); and (15) Trying Out Skills (role playing in after-care and nutrition situations). Each lesson follows this format: objective, materials, teacher introduction, outline with exercises/activities, student activity sheets, and some visual aids. (YLB).

ED 197 120 CE 027 691

Sparkman, Clarice

Three Modules for Electronics Mathematics. (Remedial/Developmental).

San Jose City Coll. Calif

Pub Date—81

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Arithmetic, *Electronics, *Mathematical Formulas, *Measurement, *Remedial Mathematics, Electricity, Learning Modules, Metric System, Pacing, Postsecondary Education, Programed Instruction, Vocational Education

Identifiers—Ohm Law of Electricity, Pythagorean Theorem, Square Roots

Written for remedial/developmental students without algebraic skills, these three arithmetic modules for electronics cover measure, formulas, and pythagorean theorem. The self-paced modules incorporate use of calculators. With this aid the level of difficulty of comprehension is approximately seventh grade. Module 1, Measure, covers nine topics: powers of 10, metric words, basic electronic measure, basic change, multiply powers, more power multiplication, division with powers, changing metrics, and changing measure. Module 2, Formulas, covers four topics: changing formulas, electrical power, Ohms law, and time and frequency formulas. Module 3, Pythagorean Theorem, covers three topics: square root (using calculator), length of hypotenuse, and length of sides. Answers are provided for all exercises/problems. (YLB).

ED 197 123 CE 027 727

Pletcher, Barbara P. Flagle, Judith E.

Energy Conservation Strategies for Tomorrow's Workers: A Review of Instructional Materials.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Report No.—AIR-87301-1/81-TR1

Pub Date—81

Contract—300-80-0956

Note—60p

Pub Type—Information analyses/State-of-the-Art Materials (070). Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Conservation Education, *Energy Conservation, *Instructional Materials, *Vocational Education, Agricultural Education, Allied Health Occupations Education, Annotated Bibliographies, Curriculum, Distributive Education, Employee Responsibility, Literature Reviews, Occupational Home Economics, Office Occupations Education, Postsecondary Education, Research Methodology, Resources, Secondary Education, Technical Education, Trade and Industrial Education

This review describes materials (dated 1975 or later) that (1) could be used to teach conservation behaviors that could be implemented by workers in traditional occupations, and (2) address the needs of secondary and postsecondary vocational students with no previous technical training. This list was compiled as a result of a literature search whose purpose was to locate currently available energy use and conservation instructional materials; to determine how well these materials address conservation issues; and to identify the vocational areas in which energy conservation materials are lacking, insufficient, or inappropriate. The materials selected for this review stress on-the-job energy conservation practices in seven vocational education disciplines: agriculture, distributive education, health, home economics, office, technical, and trades and industry. After explaining the search methodology and analyzing the findings, the report provides tables keying the literature described to the seven vocational education areas. The report then provides brief worker conservation behaviors and behaviors that would require few modifications for use with vocational students. An appendix lists bibliographies consulted. (KC).

ED 197 124 CE 027 733

Westbrook, Raymond E.

Machine Shop Projects. Instructor Guide. General Information.

Augusta Area Vocational-Technical School, Ga

Spons Agency—Georgia State Dept. of Education, Atlanta

Pub Date—80

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF05/PC32 Plus Postage

Descriptors—*Course Content, *Industrial Education, *Machine Tools, *Machinists, * *Shop Curriculum, *Student Projects, Curriculum Design, Guides, Instructional Materials, Learning Activities, Postsecondary Education, Secondary Education, Task Analysis, Vocational Education, Workbooks

Identifiers—Georgia

Developed in Georgia, this manual contains 101 projects for use in machine shop courses, arranged according to a suggested machine shop curriculum. Each project, included in a student workbook, contains complete drawings and instructions for implementation. Tasks are listed under the broad headings of measuring, layout, bench work, saws, drilling, lathe, shaper, milling machine, and grinding. The guide contains a chart of project/task relationships and project listings both by a broad spectrum of tasks and by specific tasks. References are included, along with instructions on use of the manual. (KC).

ED 197 125 CE 027 734

Slaaten, Doris

Manual for North Dakota Vocational Office Education Coordinators. First Revision.

Minot State Coll. N. Dak. North Dakota State Board for Vocational Education, Bismarck

Pub Date—80

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC18 Plus Postage

Descriptors—*Cooperative Education, *Instructor Coordinators, *Office Occupations Education, *Program Development, *Work Experience Programs, Business Education, Check Lists, Curriculum, Curriculum Development, Educational Objectives, Learning Activities, Resources, Secondary Education, Selective Admission, Vocational Education

Identifiers—Cooperative Office Education, North Dakota

This manual, revised and updated from the 1971 version, is designed to provide beginning coordinators with a usable handbook to develop new programs in cooperative office education. After statements on development of the manual and instructions in its use, the book is divided into phases, each with educational objectives, checklists, and suggested learning activities. The phases examined are the following: development of program goals, development and review of new and on-going programs, development of criteria for selection of student learners, selection of student learners, compilations of students' personal and educational data, utilization of guidance department in selection of student learners, development of criteria for selection of training stations, selection of training stations, interviews with firm representatives, placement of students, public relations, law and the cooperative office education program, coordinating techniques, advisory committees, student organizations, evaluation, job placement, model office simulations, and follow-up of completers/leavers. An appendix contains forms, a description of the General Aptitude Test Battery, definitions of terms, and a bibliography. (KC).

ED 197 127 CE 027 738

Moye, Mike And Others

Student Assessment System. Competency Verification Guide. Georgia Vocational Education Program Articulation.

Georgia Univ. Athens. Div. of Vocational Education

Spons Agency—Georgia State Dept. of Education, Atlanta. Div. of Vocational Education

Pub Date—80

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Articulation Education, *Interviews, *Performance Tests, *Student Evaluation, *Student Records, Evaluation Methods, Job Performance, Job Skills, Prior Learning

Identifiers—Domain Referenced Testing

This guide is designed to aid instructional personnel in all areas of vocational education in the articulation of secondary and postsecondary programs through verification of student competencies. It presents general information on what program articulation is and why it is important, how articulation may be achieved in the least constraining fashion, what circumstances will permit automatic advanced placement, and what circumstances require testing. Three major sections describe these tools of articulation: student performance records, structured interview, and domain referenced testing. The first describes the Student Performance Record, a listing of tasks taught on secondary and postsecondary levels, and Task Detailing, a supporting document showing in detail what is taught in each task. Maintaining and supplementing the record are also discussed. A second section defines a structured interview and suggests how to develop one. The third section on domain referenced testing addresses background and significance of domain referenced testing, developing a domain referenced test, and developing a test item. The final section focuses on evaluation devices for performance testing. (YLB).

ED 197 128 CE 027 739

Scott, Paul And Others

Student Assessment System. Admissions Guide. Georgia Vocational Education Program Articulation.

Georgia Univ. Athens. Div. of Vocational Education

Spons Agency—Georgia State Dept. of Education, Atlanta. Div. of Vocational Education

Pub Date—80

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Admission School, *Advanced Placement, *Articulation Education, *Policy Formation, *Postsecondary Education, *Vocational Education, Educational Policy, Evaluation Methods, Interviews, Job Skills, Prior Learning, Secondary Education, Standards, Student Evaluation, Student Personnel Services, Student Placement, Student Records, Transfer Policy

Identifiers—Domain Referenced Testing, Georgia

Designed for use by student personnel workers in Georgia's postsecondary vocational schools, this guide describes the recommended activities, standards, and procedures that can be used to grant advanced placement to entering students. It begins with brief overview of articulation. The next section describes the Student Assessment System, steps in the Student Assessment Model, and assessment instruments for articulation, including the Performance Record, Structured Interview, and Domain Referenced Testing. In the final section development of local policy is discussed. Following a description of Georgia's four-point articulation implementation plan, these recommended policy areas and policy statements are considered: student records, charging for advanced placement, calculating students' grade point average, student responsibilities, reasonable time limits, minimum attendance for graduation, probational period, and agreement between sending and receiving schools. (YLB).

ED 197 129 CE 027 740

Student Assessment System. Student Performance Record. Task Detailing. Allied Health Occupations/Practical Nursing. Georgia Vocational Education Program Articulation.

Georgia Univ. Athens. Div. of Vocational Education

Spons Agency—Georgia State Dept. of Education, Atlanta. Div. of Vocational Education

Pub Date—80

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Reference Materials—Vocabularies/Classifications (134)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Allied Health Occupations, *Job Performance, *Job Skills, *Occupational Information, *Practical Nursing, *Student Records, Allied Health Occupations Education, Anatomy, Drug Therapy, Medical Services, Mental Health, Nursing Education, Nutrition, Pharmacology, Physiology, Postsecondary Education, Secondary Education, Vocational Education

This booklet lists tasks and functions the health occupations student should be able to do upon entering an employment situation or a postsecondary school. (Listings are also available for the areas of cosmetology and transportation/automotive mechanics.) Tasks are coded to correspond to those on the Student Performance Record, which details a student's past performance. Tasks and functions are listed for nine major allied health occupations/practical nursing areas: (1) health occupations skills, (2) personal and vocational relationships, (3) nutrition and diet therapy, (4) basic drug administration, (5) anatomy and physiology, (6) nursing of children, (7) maternal and newborn care, (8) mental health and mental illness, and (9) medical surgical nursing. (Domain referenced tests for skills and theory are available separately as CE 027 741 and CE 027 742.) (YLB).

ED 197 130 CE 027 741

Simpson, Bruce And Others

Student Assessment System. Domain Referenced Tests. Allied Health Occupations/Practical Nursing. Volume I: Skills.

Georgia Univ. Athens. Div. of Vocational Education

Spons Agency—Georgia State Dept. of Education, Atlanta. Div. of Vocational Education

Pub Date—80

Pub Type—Tests, Questionaires, Evaluation instru ments (160)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Allied Health Occupations, *Job Performance, *Job Skills, *Performance Tests, *Practical Nursing, *Test Construction, Allied Health Occupations Education, Articulation Education, Medical Services, Nursing Education, Postsecondary Education, Secondary Education, Student Evaluation, Testing, Test Items, Vocational Education

Identifiers—Domain Referenced Tests

These performance tests for the area of allied health occupations/practical nursing consist of a sampling technique (domain referenced tests) which covers all the possible performance situations. When used in total, they may also serve as a comprehensive test. Introductory materials discuss domain referenced testing, determining the domains, and developing performance testing situations. For each domain an item form sheet is provided which is a list of rules for developing a domain referenced test (DRT). It includes a domain statement describing the behavior and content of the domain; instructions, giving directions on how to determine an appropriate testing situation; content limits, including facets and elements of potential test and identifying the allowable content of a DRT; and additional information, such as sample test situations, list of tasks/skills included in the domain, and theory related to the domain tasks. These domains are covered: (1) basic patient care (skin care), (2) isolation, (3) digestive tract, (4) medications, (5) burns, (6) surgical/chronically ill, (7) circulatory system, (8) nervous system, (9) musculoskeletal system, (10) respiratory system, (11) endocrine/urinary system, (12) maternal, (13) newborn, (14) infant, (15) sensory organs. A domain/task matrix and a student performance record conclude the document. (DRTs for theory and a task-detailing booklet are available separately as CE 027 742 and CE 027 740.) (YLB).

ED 197 131 CE 027 742

Campbell, Gene, Comp. Simpson, Bruce, Comp

Student Assessment System. Domain Referenced Tests. Allied Health Occupations/Practical Nursing. Volume II: Theory.

Georgia Univ. Athens. Div. of Vocational Education

Spons Agency—Georgia State Dept. of Education, Atlanta. Div. of Vocational Education

Pub Date—80

Pub Type—Tests, Questionaires, Evaluation instru ments (160)

EDRS Price—MF01/PC06 Plus Postage

Descriptors—*Allied Health Occupations, *Job Performance, *Job Skills, *Multiple Choice Tests, *Practical Nursing, *Test Items, Allied Health Occupations Education, Anatomy, Drug Therapy, Mental Health, Nursing Education, Nutrition, Physiology, Postsecondary Education, Secondary Education, Test Construction, Testing

Identifiers—Domain Referenced Tests

These written domain referenced tests (DRTs) for the area of allied health occupations/practical nursing test cognitive abilities or knowledge of theory. Introductory materials describe domain referenced testing and test development. Each multiple choice test includes a domain statement, describing the behavior and content of the domain, and a test item pool. These domains are covered: (1) health occupations skills, (2) personal and vocational relationships, (3) nutrition and diet therapy, (4) basic drug administration, (5) anatomy and physiology, (6) nursing of children, (7) maternal and newborn care, (8) mental health and mental illnes, and (9) medical surgical nursing. (DRTs for skills and a task-detailing booklet are available separately as CE 027 741 and CE 027 740.) (YLB).

ED 197 132 CE 027 743

Student Assessment System. Student Performance Record. Task Detailing. Cosmetology. Georgia Vocational Education Program Articulation.

Georgia Univ. Athens. Div. of Vocational Education

Spons Agency—Georgia State Dept. of Education, Atlanta. Div. of Vocational Education

Pub Date—80

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Reference Materials—Vocabularies/Classifications (134)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Cosmetology, *Job Performance, *Job Skills, *Occupational Information, *Vocational Education, Postsecondary Education, Secondary Education, Service Occupations

This booklet lists tasks and functions the cosmetology student should be able to do upon entering an employment situation or a postsecondary school. (Listings are also available for the areas of allied health occupations/practical nursing and transportation/automotive mechanics.) Tasks are coded to correspond to those on the Student Performance Record, which details a student's past performance. Units are listed for these major tasks: (1) orientation; (2) customer relations; (3) receptionist activities; (4) rolling permanent waves; (5) shampooing hair; (6) types of hair conditioners; (7) performing scalp care; (8) rolling hair; (9) hair styling; (10) shaping hair; (11) setting pin curls; (12) setting hair; (13) cutting hair; (14) permanent waving; (15) hair coloring; (16) tinting lashes, brows; (17) manicuring nails; (18) finger waving; (19) caring for wigs, hair pieces; (20) performing skin care; (21) creating ridge curls, skip waves; (22) chemical hair relaxing; (23) removing unwanted hair; (24) thermal waving, curling; (25) applying anatomy, physiology, skin, scalp, hair concepts; (26) chemistry applications; (27) using electricity in cosmetology; (28) managing the hair salon; (29) preparations for state board of cosmetology examination; and (30) processing over-curly hair. (Domain referenced tests for skills are available separately as CE 027 744.) (YLB).

ED 197 133 CE 027 744

Rice, Linda Maxwell And Others

Student Assessment System. Domain Referenced Tests. Cosmetology. Volume I: Skills. Georgia Vocational Education Program Articulation.

Georgia Univ. Athens. Div. of Vocational Education

Spons Agency—Georgia State Dept. of Education, Atlanta. Div. of Vocational Education
Pub Date—80
Pub Type—Tests, Questionaires, Evaluation instru ments (160)
EDRS Price—MF01/PC03 Plus Postage
Descriptors—*Cosmetology, *Job Performance, *Job Skills, *Performance Tests, *Test Construction, *Vocational Education, Postsecondary Education, Secondary Education, Service Occupations, Testing, Test Items
Identifiers—Domain Referenced Tests

These performance tests for the area of cosmetology consist of a sampling technique (domain referenced tests) which covers all the possible performance situations. When used in total, they may also serve as a comprehensive test. Introductory materials discuss domain referenced testing, determining the domains, and developing performance testing situations. For each domain an item form sheet is provided which is a list of rules for developing a domain referenced test (DRT). It includes a domain statement, describing the behavior and content of the domain; instructions, giving directions on how to determine an appropriate testing situation; and evaluation, providing checkpoints and rating scale. These domains are covered: (1) hair cut, (2) permanent wave, (3) finger wave, (4) shampooing, (5) hair styles, (6) wigs and hairpieces, (7) performing skin care, (8) hair conditioners (scalp and treatment), (9) hair coloring, (10) manicuring, (11) hair analysis. (A task detailing booklet is available separately as CE 027 743.) (YLB).

ED 197 134 CE 027 745
Student Assessment System. Student Performance Record. Task Detailing. Transportation/Automotive Mechanics. Georgia Vocational Education Program Articulation.
Georgia Univ. Athens. Div. of Vocational Education
Spons Agency—Georgia State Dept. of Education, Atlanta. Div. of Vocational Education
Pub Date—80
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Reference Materials—Directories/Catalogs (132)
EDRS Price—MF01/PC03 Plus Postage
Descriptors—*Auto Mechanics, *Engines, *Job Performance, *Job Skills, *Occupational Information, *Trade and Industrial Education, Motor Vehicles, Postsecondary Education, Secondary Education

This booklet lists tasks and functions the student in the transportation cluster should be able to do upon entering an employment situation or a postsecondary school. (Listings are also available for the areas of allied health occupations/practical nursing and cosmetology.) Tasks are coded to correspond to those on the Student Performance Record, which details a student's past performance. Units with objective and outline are listed for seven major blocks (and performance groups): (1) automotive service (introduction to handtools, chassis lubrication, servicing cooling and suspension systems), (2) hydraulic brakes, (3) engine overhaul (valve grinding and adjustment), (4) tune up and electrical (testing engine, testing and servicing battery, spark plug service, testing ignition coil and ignition condenser, testing distributor, testing charging system, testing starter motor, fuel systems), (5) small engines (repair), (6) marine engines (repair), and (7) automotive emission controls (testing and repair). The document concludes with a task cross-listing index. (Domain referenced tests for skills and theory are available separately as CE 027 746 and CE 027 747.) (YLB).

ED 197 135 CE 027 746
Watkins, James F. And Others
Student Assessment System. Domain Referenced Tests. Transportation/Automotive Mechanics. Volume I: Skills. Georgia Vocational Education Program Articulation.
Georgia Univ. Athens. Div. of Vocational Education
Spons Agency—Georgia State Dept. of Education, Atlanta. Div. of Vocational Education
Pub Date—80
Pub Type—Tests, Questionaires, Evaluation instru ments (160)
EDRS Price—MF01/PC03 Plus Postage
Descriptors—*Auto Mechanics, *Job Performance, *Job Skills, *Performance Tests, *Test Construction, Engines, Motor Vehicles, Postsecondary Education, Secondary Education, Testing, Test Items, Trade and Industrial Education
Identifiers—Domain Referenced Tests

These performance tests for the area of transportation/automotive mechanics consist of a sampling technique (domain referenced tests) which covers all the possible performance situations. When used in total, they may also serve as a comprehensive test. Introductory materials discuss domain referenced testing, determining the domains, and developing performance testing situations. For each domain an item form sheet is provided which is a list of rules for developing a domain referenced test (DRT). It includes a domain statement describing the behavior and content of the domain; instructions, giving directions on how to determine an appropriate testing situation; customer cues, giving customer complaints and a stratified listing of elements keyed to each complaint; content limits, including facets and elements of a potential test and identifying the allowable content of a DRT; and evaluation—a score card consisting of performance indicators with standard and minimum scores assigned. These domains are covered: (1) heating and cooling systems, (2) fuel system, (3) body electrical system, (4) braking system, (5) engine system, (6) power train system, (7) starting and charging systems, (8) ignition system, (9) suspension and steering systems, (10) emissions control system. (DRTs for theory and task-detailing booklet are available separately as CE 027 747 and CE 027 745.) (YLB).

ED 197 136 CE 027 747
Watkins, James F. Comp
Student Assessment System. Domain Referenced Tests. Transportation/Automotive Mechanics. Volume II: Theory. Georgia Vocational Education Program Articulation.
Georgia Univ. Athens. Div. of Vocational Education
Spons Agency—Georgia State Dept. of Education, Atlanta. Div. of Vocational Education
Pub Date—80
Pub Type—Tests, Questionaires, Evaluation instru ments (160)
EDRS Price—MF01/PC07 Plus Postage
Descriptors—*Auto Mechanics, *Job Performance, *Job Skills, *Multiple Choice Tests, *Test Items, *Trade and Industrial Education, Engines, Motor Vehicles, Postsecondary Education, Secondary Education, Test Construction, Testing
Identifiers—Domain Referenced Tests

These written domain referenced tests (DRTs) for the area of transportation/automotive mechanics test cognitive abilities or knowledge of theory. Introductory materials describe domain referenced testing and test development. Each multiple choice test includes a domain statement, describing the behavior and content of the domain, and a test item pool. These domains are covered: (1) heating and cooling systems, (2) fuel system, (3) body electrical, (4) braking system, (5) engine system, (6) power train system, (7) starting and charging systems, (8) ignition system, (9) suspension and steering systems, and (10) emissions control system. (DRTs for skills and task detailing booklet are available separately as CE 027 746 and CE 027 745.) (YLB).

ED 197 137 CE 027 758
Consumer Skills: Results Manual.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No.—ISBN-0-89398-457-4; NAEP-09-CSK-03
Pub Date—79
Contract—OEC-0-74-0506
Note—88p.; For related documents see ED 163 181-182
Available from—Education Commission of the States, Suite 700, 1860 Lincoln St. Denver, CO 80295 ($7.60)
Pub Type—Numerical/Quantative data (110)
EDRS Price—MF01/PC04 Plus Postage
Descriptors—*Consumer Education, *Skill Development, *Student Evaluation, Adolescents, Consumer Economics, Consumer Protection, Data, Mathematics, Money Management, National Surveys, Secondary Education, Tables Data
Identifiers—Consumer Skills, Consumer Skills Kit (NAEP), Na-

tional Assessment of Educational Progress

This results manual is the third part of the Consumer Skills Kit which also includes a set of items and a guide (see note). Data from surveys conducted by the National Assessment of Educational Progress (NAEP) to investigate seventeen-year-old students' consumer skills is provided. The manual presents national results for seventeen-year-old students, for seventeen-year-old students by sex, for seventeen-year-olds in the eleventh grade, and for seventeen-year-old eleventh graders by sex. In the data tables each item is identified by a unique NAEP identification number found on each printed exercise in the Consumer Skills Kit. Estimated percentages of correct responses for these single items are provided, except in cases such as attitudinal items, for which correct responses were not defined. Percentages for each response alternative are then given. For open-ended items the percentages of those responsing in "correct" or "acceptable" categories are listed. (YLB).

ED 197 138 CE 027 766

Ziller, T.

Mountain Plains Learning Experience Guide: Appliance Repair. Course: Heater-Type Appliances.

Mountain-Plains Education and Economic Development Program, Inc. Glasgow AFB, Mont

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date—75

Contract—300-79-0153

Note—228p. ; For related documents, see CE 027 767-755, CE 027 777-821, ED 072 271-272, ED 076 908, ED 097 599, ED 103 572-580, ED 105 075, ED 106 451-456, ED 106 670, ED 107 926, ED 107 945, ED 109 445, ED 109 484, ED 110 610, ED 110 811-812, ED 110 831-833, and ED 150 347-399

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC10 Plus Postage

Descriptors—*Appliance Repairing, *Electrical Appliances, *Heating, *Individualized Instruction, *Vocational Education, Adult Education, Appliance Repairers, Disadvantaged, Family Programs, Instructional Materials, Learning Activities, Learning Modules, Postsecondary Education, Skilled Occupations

Identifiers—Mountain Plains Program

One of two individualized courses included in an appliance repair curriculum (see CE 027 767), this course covers minor and major heater-type appliances. The course is comprised of six units: (1) Irons, (2) Roasters, (3) Space Heaters, (4) Water Heaters, (5) Electric Ranges, and (6) Gas Ranges. Each unit begins with a Unit Learning Experience Guide that gives directions for unit completion. The remainder of each unit consists of Learning Activity Packages (LAP) that provide specific information for completion of a learning activity. Each LAP is comprised of the following parts: objective, evaluation procedure, resources, procedure, supplemental sheets, study guide, and a LAP test with answers. The course is preceded by a pretest which is designed to direct the student to units and performance activities. (LRA).

ED 197 139 CE 027 767

Ziller, T.

Mountain Plains Learning Experience Guide: Appliance Repair. Course: Motor-Operated Appliances.

Mountain-Plains Education and Economic Development Program, Inc. Glasgow AFB, Mont

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date—75

Contract—300-79-0153

Note—316p. ; For related document, see CE 027 766

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC13 Plus Postage

Descriptors—*Appliance Repairing, *Electrical Appliances, *Electric Motors, *Individualized Instruction, *Vocational Education, Adult Education, Appliance Repairers, Disadvantaged, Family Programs, Instructional Materials, Learning Activities, Learning Modules, Postsecondary Education, Skilled Occupations

Identifiers—Mountain Plains Program

One of two individualized courses included in an appliance repair curriculum, this course is designed to prepare students to operate, diagnose malfunctions, repair, and service motor operated appliances. The course is comprised of seven units: (1) Mixers and Blenders, (2) Vacuum Cleaners and Floor Polishers, (3) Washing Machines, (4) Garbage Disposers, (5) Clothes Dryers, (6) Dishwashers, and (7) Compactors. Each unit begins with a Unit Learning Experience Guide that gives directions for unit completion. The remainder of each unit consists of Learning Activity Packages (LAP) that provide specific information for completion of a learning activity. Each LAP is comprised of tbe following parts: objective, evaluation procedure, resources, procedure, supplemental sheets, study guide, and a LAP test with answers. The course is preceded by a pretest which is designed to direct the student to units and performance activities. (LRA).

ED 197 140 CE 027 768

Osland, Walt

Mountain Plains Learning Experience Guide: Automotive Repair. Course: Automotive Shop Safety.

Mountain-Plains Education and Economic Development Program, Inc. Glasgow AFB, Mont

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date—76

Contract—300-79-0153

Note—59p. ; For related documents, see CE 027 766, CE 027 769-775, CE 027 777-780

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Accident Prevention, *Auto Mechanics, *Individualized Instruction, *Safety, *Vocational Education, Adult Education, Disadvantaged, Family Programs, Instructional Materials, Learning Activities, Learning Modules, Motor Vehicles, Postsecondary Education, Safety Education, Skilled Occupations

Identifiers—Mountain Plains Program

One of twelve individualized courses included in an automotive repair curriculum, this course presents avoidance of dangerous situations and accidents, and emergency equipment and procedures. The course is comprised of one unit, Shop Safety. The unit begins with a Unit Learning Experience Guide that gives directions for unit completion. The remainder of the unit consists of Learning Activity Packages (LAP) that provide specific information for completion of a learning activity. Each LAP is comprised of the following parts: objective, evaluation procedure, resources, procedure, supplemental sheets, study guide, and a LAP test with answers. The course is preceded by a pretest which is designed to direct the student to units and performance activities. (LRA).

ED 197 152 CE 027 781

Leland, Lyle

Mountain Plains Learning Experience Guide: Carpentry. Course: Rough-In.

Mountain-Plains Education and Economic Development Program, Inc. Glasgow AFB, Mont

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date—75

Contract—300-79-0153

Note—619p. ; Some pages may not reproduce well due to light print. For related documents, see CE 027 766 and CE 027 782

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF03/PC25 Plus Postage

Descriptors—*Carpenters, *Construction Process, *Flooring, *Individualized Instruction, *Roofing, *Vocational Education, Adult Education, Building Trades, Ceilings, Disadvantaged, Family Programs, Instructional Materials, Learning Activities, Learning Modules, Postsecondary Education, Site Development, Skilled Occupations, Woodworking

Identifiers—Mountain Plains Program

One of two individualized courses included in a carpentry curriculum, this course includes those skills and knowledge related to and included in the carpentry tasks of structure framing and forming. The course is comprised of four units: (1) Excavation Layout—Concrete and Forms, (2) Floor and Wall Framing, (3) Ceiling Framing, and (4) Roof. Each unit begins with a Unit Learning Experience Guide that gives directions for unit completion. The remainder of each unit consists of Learning Activity Packages (LAP) that provide specific information for completion of a learning activity. Each LAP is comprised of the following parts: objective, evaluation procedure, resources, procedure, supplemental sheets, study guide, and a LAP test with answers. The course is preceded by a pretest which is designed to direct the student to units and performance activities. (LRA).

ED 197 153 **CE 027 782**

Leland, Lyle

Mountain Plains Learning Experience Guide: Carpentry. Course: Finish.

Mountain-Plains Education and Economic Development Program, Inc. Glasgow AFB, Mont

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date—75

Contract—300-79-0153

Note—410p. ; Some pages will not reproduce well due to light print. For related documents, see CE 027 766 and CE 027 781

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC17 Plus Postage

Descriptors—*Carpenters, *Construction Process, *Finishing, *Individualized Instruction, *Vocational Education, *Woodworking, Adult Education, Building Trades, Disadvantaged, Family Programs, Instructional Materials, Learning Activities, Learning Modules, Postsecondary Education, Skilled Occupations

Identifiers—Mountain Plains Program

One of two individualized courses included in a carpentry curriculum, this course is structured to provide the information, procedures, and experiences to complete the carpentry requirements following the framing operation. The course is comprised of five units: (1) Machine Processes, (2) Exterior Wall Coverings and Cornice, (3) Windows and Trim, (4) Interior Coverings, and (5) Door and Jambs. Each unit begins with a Unit Learning Experience Guide that gives directions for unit completion. The remainder of each unit consists of Learning Activity Packages (LAP) that provide specific information for completion of a learning activity. Each LAP is comprised of the following parts: objective, evaluation procedure, resources, procedure, supplemental sheets, study guide, and a LAP test with answers. The course is preceded by a pretest which is designed to direct the student to units and performance activities. (LRA).

ED 197 154 **CE 027 784**

Olsen, Christine

Mountain Plains Learning Experience Guide: Consumer Education.

Mountain-Plains Education and Economic Development Program, Inc. Glasgow AFB, Mont

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date—79

Contract—300-79-0153

Note—346p. ; Some pages may not read well due to light print. For related documents, see CE 027 766

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC14 Plus Postage

Descriptors—*Consumer Education, *Family Life Education, *Individualized Instruction, *Practical Arts, Adult Education, Consumer Protection, Disadvantaged, Family Programs, Instructional Materials, Learning Activities, Learning Modules, Money Management, Postsecondary Education, Purchasing

Identifiers—Mountain Plains Program

This individualized course in consumer education is comprised of eight units of instruction: (1) Get a Grip on Your Money, (2) Banking and You, (3) A Place to Live, (4) Wheels, (5) Car Insurance, (6) The Marketplace, (7) Your Insurance Dollar, and (8) Consumer's Bill of Rights. Each unit begins with a Unit Learning Experience Guide that gives directions for unit completion. The remainder of each unit consists of Learning Activity Packages (LAP) that provide specific information for completion of a learning activity. Each LAP is comprised of the following parts: objective, evaluation procedure, resources, procedure, supplemental sheets, study guide, and a LAP test with answers. The course is preceded by a pretest which is designed to direct the student to units and performance activities. (LRA).

ED 197 155 **CE 027 785**

Wetterling, C. Wheatley, J.

Mountain Plains Learning Experience Guide: Drafting. Course: Basic Drawing. Revised Edition.

Mountain-Plains Education and Economic Development Program, Inc. Glasgow AFB, Mont

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date—79

Contract—300-79-0153

Note—474p. ; For related documents, see CE 027 766 and CE 027 786

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC19 Plus Postage

Descriptors—*Drafting, *Individualized Instruction, *Vocational Education, Adult Education, Disadvantaged, Drafters, Family Programs, Graphic Arts, Industrial Arts, Instructional Materials, Learning Activities, Learning Modules, Orthographic Projection, Postsecondary Education

Identifiers—Mountain Plains Program

One of two individualized courses included in a drafting curriculum, this course is designed to develop the fundamental skills of drafting using mechanical instruments. The course is comprised of thirteen units: (1) Mechanical Drawing, (2) Lettering, (3) Geometric Construction, (4) Shape Description, (5) Multiview Projection and Drawing Reproduction, (6) Dimensioning, (7) Section Views, (8) Auxiliary Views, (9) Templates, (10) Pictorial Drawings, (11) Mapping, (12) Intersections and Developments, and (13) Working Drawings. Each unit begins with a Unit Learning Experience Guide that gives directions for unit completion. The remainder of each unit consists of Learning Activity Packages (LAP) that provide specific information for completion of a learning activity. Each LAP is comprised of the following parts: objective, evaluation procedure, resources, procedure, supplemental sheets, study guide, and a LAP test with answers. The course is preceded by a pretest which is designed to direct the student to units and performance activities. (LRA).

ED 197 156 **CE 027 786**

Schramm, C.

Mountain Plains Learning Experience Guide: Drafting. Course: Blueprint Reading.

Mountain-Plains Education and Economic Development Program, Inc. Glasgow AFB, Mont

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date—75

Contract—300-79-0153

Note—76p. ; Not available in paper copy due to light print. For related documents, see CE 027 766 and CE 027 785

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Blueprints, *Building Trades, *Drafting, *Individualized Instruction, *Vocational Education, Adult Education, Disadvantaged, Family Programs, Industrial Arts, Instructional Materials, Learning Activities, Learning Modules, Postsecondary Education, Sheet Metal Work, Woodworking

Identifiers—Mountain Plains Program

One of two individualized courses included in a drafting curriculum, this course is designed to introduce the student to a variety of blueprints and techniques for obtaining information from them. The course is comprised of four units: (1) Introduction to Building Trades Blueprint Reading, (2) Blueprint Reading for Carpentry, (3) Blueprint Reading for Plumbing, and (4) Blueprint Reading for Sheet Metal. Each unit begins with a Unit Learning Experience Guide that gives directions for unit completion. The remainder of each unit consists of Learning Activity Packages (LAP) that provide specific information for completion of a learning activity. Each LAP is comprised of the following parts: objective, evaluation procedure, resources, procedure, supplemental sheets, study guide, and a LAP test with answers. The course is preceded by a pretest which is designed to direct the student to units and performance activities. (LRA).

ED 197 157 CE 027 787

Belcher, Herb Carey, John

Mountain Plains Learning Experience Guide: Electrical Theory. Course: Basic Electricity.

Mountain-Plains Education and Economic Development Program, Inc. Glasgow AFB, Mont

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date—79

Contract—300-79-0153

Note—92p. ; Some pages will not reproduce well due to broken print. For related documents, see CE 027 766

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—*Electricity, *Individualized Instruction, *Vocational Education, Adult Education, Disadvantaged, Electrical Occupations, Electric Circuits, Electricians, Family Programs, Instructional Materials, Learning Activities, Learning Modules, Postsecondary Education

Identifiers—Alternating Current, Direct Current, Mountain Plains Program

This individualized course on basic electricity covers the basic ideas of direct current and alternating current electricity. The course is comprised of two units: (1) Electrical Theory "B," and (2) Electrical Theory "A". Each unit is comprised of Learning Activity Packages (LAP) that provide specific information for completion of a learning activity. Each LAP contains the following parts: introduction, overview, skill competency, discussion, demonstration, performance, evaluation, and summary. The course is preceded by a pretest which is designed to direct the student to units and performance activities. (LRA).

ED 197 158 CE 027 788

Arneson, R. And Others

Mountain Plains Learning Experience Guide: Electrical Wiring. Course: Electrical Wiring Rough-In.

Mountain-Plains Education and Economic Development Program, Inc. Glasgow AFB, Mont

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date—74

Contract—300-79-0153

Note—281p. ; Some pages may not reproduce well due to light print. For related documents, see CE 027 766 and CE 027 789

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC12 Plus Postage

Descriptors—*Electrical Systems, *Electricians, *Individualized Instruction, *Vocational Education, Adult Education, Building Trades, Disadvantaged, Electrical Occupations, Electricity, Family Programs, Instructional Materials, Learning Activities, Learning Modules, Postsecondary Education

Identifiers—Electrical Wiring, Mountain Plains Program

One of two individualized courses included in an electrical wiring curriculum, this course covers electrical installations that are generally hidden within the structure. The course is comprised of four units: (1) Outlet and Switch Boxes, (2) Wiring, (3) Service Entrance, and (4) Signal and Low Voltage Systems. Each unit begins with a Unit Learning Experience Guide that gives directions for unit completion. The remainder of each unit consists of Learning Activity Packages (LAP) that provide specific information for completion of a learning activity. Each LAP is comprised of the following parts: objective, evaluation procedure, resources, procedure, supplemental sheets, study guide, and a LAP test with answers. The course is preceded by a pretest which is designed to direct the student to units and performance activities. (LRA).

ED 197 159 CE 027 789

Arneson, R. And Others

Mountain Plains Learning Experience Guide: Electrical Wiring. Course: Electrical Wiring Trim-Out.

Mountain-Plains Education and Economic Development Program, Inc. Glasgow AFB, Mont

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date—74

Contract—300-79-0153

Note—287p. ; For related documents, see CE 027 766 and CE 027 788

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC12 Plus Postage

Descriptors—*Electricians, *Finishing, *Individualized Instruction, *Vocational Education, Adult Education, Building Trades, Disadvantaged, Electrical Occupations, Electricity, Family Programs, Instructional Materials, Learning Activities, Learning Modules, Postsecondary Education

Identifiers—Electrical Wiring, Mountain Plains Program

One of two individualized courses included in an electrical wiring curriculum, this course covers electrical materials installation for the trim-out stage. The course is comprised of five units: (1) Outlets, (2) Fixtures, (3) Switches, (4) Appliances, and (5) Miscellaneous. Each unit begins with a Unit Learning Experience Guide that gives directions for unit completion. The remainder of each unit consists of Learning Activity Packages (LAP) that provide specific information for completion of a learning activity. Each LAP is comprised of the following parts: objective, evaluation procedure, resources, procedure, supplemental sheets, study guide, and a LAP test with answers. The course is preceded by a pretest which is designed to direct the student to units and performance activities. (LRA).

ED 197 160 CE 027 790

Ziller, T.

Mountain Plains Learning Experience Guide: Electric Motor Repair.

Mountain-Plains Education and Economic Development Program, Inc. Glasgow AFB, Mont

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date—76

Contract—300-79-0153

Note—480p. ; Some sections will not reproduce well due to light print. For related documents, see CE 027 766

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC20 Plus Postage

Descriptors—*Electric Motors, *Individualized Instruction, *Repair, *Vocational Education, Adult Education, Disadvantaged, Electricity, Family Programs, Instructional Materials, Learning Activities, Learning Modules, Postsecondary Education

Identifiers—Mountain Plains Program

This Electric Motor Repair Course is designed to provide the student with practical information for winding, repairing, and troubleshooting alternating current and direct current motors, and controllers. The course is comprised of eight units: (1) Electric Motor Fundamentals, (2) Rewinding, (3) Split-phase Induction Motors, (4) Capacitor Motors, (5) Repulsion Motors, (6) Polyphase Motors, (7) Direct Current Motors and Generators, and (8) Universal and Shaded Pole Motors. Each unit begins with a Unit Learning Experience Guide that gives directions for unit completion. The remainder of each unit consists of Learning Activity Packages (LAP) that provide specific information for completion of a learning activity. Each LAP is comprised of the following parts: objective, evaluation procedure, resources, procedure, supplemental sheets, study guide, and a LAP test with answers. The course is preceded by a pretest which is designed to direct the student to units and performance activities. (LRA).

ED 197 161 CE 027 791

Carey, John

Mountain Plains Learning Experience Guide: Heating, Refrigeration, & Air Conditioning.

Mountain-Plains Education and Economic Development Program,

Inc. Glasgow AFB, Mont
Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.
Pub Date—78
Contract—300-79-0153
Note—390p. ; For related documents, see CE 027 766
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)
EDRS Price—MF01/PC16 Plus Postage
Descriptors—*Air Conditioning, *Heating, *Individualized Instruction, *Refrigeration, *Vocational Education, Adult Education, Air Conditioning Equipment, Air Flow, Disadvantaged, Family Programs, Instructional Materials, Learning Activities, Learning Modules, Postsecondary Education, Refrigeration Mechanics, Temperature, Thermal Environment
Identifiers—Mountain Plains Program

This Heating, Refrigeration, and Air Conditioning course is comprised of eleven individualized units: (1) Refrigeration Tools, Materials, and Refrigerant; (2) Basic Heating and Air Conditioning; (3) Sealed System Repairs; (4) Basic Refrigeration Systems; (5) Compression Systems and Compressors; (6) Refrigeration Controls; (7) Electric Circuit Controls; (8) Domestic Equipment; (9) Walk-In Coolers; (10) Other Air Conditioning Systems; and (11) Equipment Installations. Each unit consists of Learning Activity Packages (LAP) that provide specific information for completion of a learning activity. Each LAP is comprised of the following parts: objective, evaluation procedure, resources, procedure, supplemental sheets, study guide, and a LAP test with answers. The course is preceded by a pretest which is designed to direct the student to units and performance activities. (LRA).

ED 197 162 CE 027 792

Rutschke, Tom
Mountain Plains Learning Experience Guide: Licensed Day Care.
Mountain-Plains Education and Economic Development Program, Inc. Glasgow AFB, Mont
Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.
Pub Date—78
Contract—300-79-0153
Note—535p. ; Some pages may not reproduce well due to light print. For related documents, see CE 027 766
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)
EDRS Price—MF02/PC22 Plus Postage
Descriptors—*Business Skills, *Certification, *Children, *Individualized Instruction, *Vocational Education, Adult Education, Child Development, Day Care, Disadvantaged, Family Programs, Instructional Materials, Learning Activities, Learning Modules, Postsecondary Education
Identifiers—Mountain Plains Program

This individualized course in licensed day care is comprised of three units of instruction: (1) Business Functions of Day Care Homes, (2) Child Development, and (3) Child Care. Each unit begins with a Unit Learning Experience Guide that gives directions for unit completion. The remainder of each unit consists of Learning Activity Packages (LAP) that provide specific information for completion of a learning activity. Each LAP is comprised of the following parts: introduction, review, skill competency, discussion, demonstration, performance, evaluation, and summary. Various checklists and student evaluation instruments are appended. (LRA).

ED 197 163 CE 027 793

Fuhrman, D. Egan, B.
Mountain Plains Learning Experience Guide: Lodging. Course: Housekeeping Operations.
Mountain-Plains Education and Economic Development Program, Inc. Glasgow AFB, Mont
Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.
Pub Date—76
Contract—300-79-0153
Note—39p. ; For related documents, see CE 027 766 and CE 027 794-795
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)
EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Hotels, *Housekeepers, *Individualized Instruction, *Vocational Education, Adult Education, Disadvantaged, Family Programs, Instructional Materials, Learning Activities, Learning Modules, Postsecondary Education
Identifiers—Mountain Plains Program

One of three individualized courses included in a lodging curriculum, this course covers basic housekeeping operations and procedures. The course is comprised of seven units: (1) Care of the Room, (2) Working with Staff, (3) Work Improvement Techniques, (4) Organizing, Planning, and Scheduling, (5) Housekeeping Material and Equipment, (6) Floor and Carpet Care, and (7) Health and Safety. Each unit begins with a Unit Learning Experience Guide that gives directions for unit completion. The remainder of each unit consists of Learning Activity Packages (LAP) that provide specific information for completion of a learning activity. Each LAP is comprised of the following parts: objective, evaluation procedure, resources, procedure, supplemental sheets, study guide, and a LAP test with answers. The course is preceded by a pretest which is designed to direct the student to units and performance activities. (LRA).

ED 197 164 CE 027 794

Fuhrman, D.
Mountain Plains Learning Experience Guide: Lodging. Course: Front Desk Procedures.
Mountain-Plains Education and Economic Development Program, Inc. Glasgow AFB, Mont
Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.
Pub Date—76
Contract—300-79-0153
Note—232p. ; Some pages may not reproduce well due to light print. For related documents, see CE 027 766 and CE 027 793-795
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)
EDRS Price—MF01/PC10 Plus Postage
Descriptors—*Hotels, *Individualized Instruction, *Receptionists, *Vocational Education, Adult Education, Disadvantaged, Family Programs, Instructional Materials, Learning Activities, Learning Modules, Postsecondary Education
Identifiers—Mountain Plains Program

One of three individualized courses included in a lodging curriculum, this course covers the basic policies and procedures which are part of the duties of the hotel/motel front desk worker. The course is comprised of four units: (1) Introduction to the Front Office, (2) Front Desk Responsibilities, (3) Handling of Guest Charges and Credits, and (4) Equipment Used by the Desk Clerk. Each unit begins with a Unit Learning Experience Guide that gives directions for unit completion. The remainder of each unit consists of Learning Activity Packages (LAP) that provide specific information for completion of a learning activity. Each LAP is comprised of the following parts: objective, evaluation procedure, resources, procedure, supplemental sheets, study guide, and a LAP test with answers. The course is preceded by a pretest which is designed to direct the student to units and performance activities. (LRA).

ED 197 165 CE 027 795

Fuhrman, D.
Mountain Plains Learning Experience Guide: Lodging. Course: Night Auditing Procedures.
Mountain-Plains Education and Economic Development Program, Inc. Glasgow AFB, Mont
Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.
Pub Date—76
Contract—300-79-0153
Note—174p. ; Not available in paper copy due to light print. For related documents, see CE 027 766 and CE 027 793-794
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Hotels, *Individualized Instruction, *Money Manage-

ment, *Recordkeeping, *Vocational Education, Adult Education, Disadvantaged, Family Programs, Instructional Materials, Learning Activities, Learning Modules, Postsecondary Education

Identifiers—Auditors, Audits, Mountain Plains Program

One of three individualized courses included in a lodging curriculum, this course covers the basic policies and procedures used by the night auditor in hotels and motels. The course is comprised of four units: (1) The Hand Transcript, (2) Balancing Cashier Totals, (3) Preparing the Night Audit, and (4) Auditing on Miscellaneous Machines. Each unit begins with a Unit Learning Experience Guide that gives directions for unit completion. The remainder of each unit consists of Learning Activity Packages (LAP) that provide specific information for completion of a learning activity. Each LAP is comprised of the following parts: objective, evaluation procedure, resources, procedure, supplemental sheets, study guide, and a LAP test with answers. The course is preceded by a pretest which is designed to direct the student to units and performance activities. (LRA).

ED 197 166 **CE 027 796**

Egan, B

Mountain Plains Learning Experience Guide: Marketing. Course: Marketing Mathematics.

Mountain-Plains Education and Economic Development Program, Inc. Glasgow AFB, Mont

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date—75

Contract—300-79-0153

Note—61p.; For related documents, see CE 027 766 and CE 027 797-808

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Business, *Distributive Education, *Individualized Instruction, *Marketing, *Mathematics, *Merchandising, Adult Education, Business Education, Disadvantaged, Family Programs, Instructional Materials, Learning Activities, Learning Modules, Postsecondary Education, Sales Occupations, Vocational Education

Identifiers—Mountain Plains Program

One of thirteen individualized courses included in a marketing curriculum, this course is designed to familiarize the student with the mathematics used daily by the retail business. The course is comprised of six units: (1) Arithmetic and Selling, (2) Sales Records, (3) Weights and Measure, (4) Inventory Controls, (5) Checking Incoming Merchandise, and (6) Pricing Merchandise. Each unit begins with a Unit Learning Experience Guide that gives directions for unit completion. The remainder of each unit consists of Learning Activity Packages (LAP) that provide specific information for completion of a learning activity. Each LAP is comprised of the following parts: objective, evaluation procedure, resources, procedure, supplemental sheets, study guide, and a LAP test with answers. The course is preceded by a pretest which is designed to direct the student to units and performance activities. (LRA).

ED 197 179 **CE 027 809**

Leland, L.

Mountain Plains Learning Experience Guide: Parent Involvement. Course: Interaction with Children.

Mountain-Plains Education and Economic Development Program, Inc. Glasgow AFB, Mont

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date—75

Contract—300-79-0153

Note—40p.; Some pages may not reproduce well due to light print. For related documents, see CE 027 766 and CE 027 810-813

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Child Development, *Children, *Individualized Instruction, *Parenthood Education, *Parent Participation, *Self Concept, Adult Education, Disadvantaged, Discipline, Family Environment, Family Programs, Instructional Materials, Learning Activities, Learning Modules, Parent Role, Parents, Postsecondary Education, Self Control, Vocational Education

Identifiers—Mountain Plains Program

One of five individualized courses included in a parent involvement curriculum, this course is designed to assist adults in developing the types of relationships which will positively affect children's development. The course is comprised of two units: (1) Self-Image and (2) Self-Control. Each unit begins with a Unit Learning Experience Guide that gives directions for unit completion. The remainder of each unit consists of Learning Activity Packages (LAP) that provide specific information for completion of a learning activity. Each LAP is comprised of the following parts: objective, evaluation procedure, resources, procedure, supplemental sheets, study guide, and a LAP test with answers. The course is preceded by a pretest which is designed to direct the student to units and performance activities. (LRA).

ED 197 184 **CE 027 814**

Bundy, T.

Mountain Plains Learning Experience Guide: Plumbing. Course: Drainage and Vent Systems.

Mountain-Plains Education and Economic Development Program, Inc. Glasgow AFB, Mont

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date—74

Contract—300-79-0153

Note—300p.; Some pages will not reproduce well due to small, broken print. For related documents, see CE 027 766 and CE 027 815-816

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC12 Plus Postage

Descriptors—*Building Trades, *Individualized Instruction, *Plumbing, *Vocational Education, Adult Education, Disadvantaged, Family Programs, Instructional Materials, Learning Activities, Learning Modules, Postsecondary Education

Identifiers—Mountain Plains Program, Pipe Fitters, Pipe Workers

One of three individualized courses included in a plumbing curriculum, this course focuses on planning, preparing, and assembling the rough-in portions of drainage, waste, and vent systems. The course is comprised of two units: (1) Pipe and Fittings Assembly and (2) Planning, Layout, and Assembly. Each unit begins with a Unit Learning Experience Guide that gives directions for unit completion. The remainder of each unit consists of Learning Activity Packages (LAP) that provide specific information for completion of a learning activity. Each LAP is comprised of the following parts: objective, evaluation procedure, resources, procedure, supplemental sheets, study guide, and a LAP test with answers. The course is preceded by a pretest which is designed to direct the student to units and performance activities. (LRA).

ED 197 185 **CE 027 815**

Arneson, R. And Others

Mountain Plains Learning Experience Guide: Plumbing. Course: Supply Piping Systems.

Mountain-Plains Education and Economic Development Program, Inc. Glasgow AFB, Mont

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date—75

Contract—300-79-0153

Note—395p.; Some pages may not reproduce well due to light print. For related documents, see CE 027 766 and CE 027 814, and CE 027 816

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC16 Plus Postage

Descriptors—*Building Trades, *Individualized Instruction, *Plumbing, *Vocational Education, Adult Education, Disadvantaged, Family Programs, Instructional Materials, Learning Activities, Learning Modules, Postsecondary Education

Identifiers—Mountain Plains Program, Pipe Workers

One of three individualized courses included in a plumbing curriculum, this course covers installing, servicing, and repairing supply lines and fixtures commonly found in residential/commercial structures. The course is comprised of four units: (1) Pipe and Fittings, (2) Cold Water Supply, (3) Hot Water Supply, and (4) Fixtures. Each unit begins with a Unit Learning Experience Guide that gives directions for unit completion. The remainder of each unit consists of Learning Activity Packages (LAP) that provide specific information for completion of a learning activity. Each LAP is comprised of the following parts: objective, evaluation procedure, resources, procedure, supplemental sheets, study guide, and a LAP test with answers. The course is preceded by a pretest which is designed to direct the student to units and performance activities. (LRA).

ED 197 186 **CE 027 816**

A[illegible]eson, R. Leland, L.

Mountain Plains Learning Experience Guide: Plumbing. Course: General Procedures and Practices for Building Trades and Services.

Mountain-Plains Education and Economic Development Program, Inc. Glasgow AFB, Mont

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date—75

Contract—300-79-0153

Note—28p. ; Not available in paper copy due to light print. For related documents, see CE 027 766 and CE 027 814-815

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Building Trades, *Hand Tools, *Individualized Instruction, *Plumbing, *Safety, *Vocational Education, Adult Education, Disadvantaged, Family Programs, Instructional Materials, Learning Activities, Learning Modules, Measurement, Postsecondary Education, Safety Education

Identifiers—Mountain Plains Program

One of the three individualized courses included in a plumbing curriculum, this course focuses on general procedures and practices for building trades and services. The course is comprised of three units: (1) Safety, (2) Hand Tools, and (3) Measurement. Each unit begins with a Unit Learning Experience Guide that gives directions for unit completion. The remainder of each unit consists of Learning Activity Packages (LAP) that provide specific information for completion of a learning activity. Each LAP is comprised of the following parts: objective, evaluation procedure, resources, procedure, supplemental sheets, study guide, and a LAP test with answers. The course is preceded by a pretest which is designed to direct the student to units and performance activities. (LRA).

ED 197 187 **CE 027 817**

Hoggatt, P. And Others

Mountain Plains Learning Experience Guide: Radio and T.V. Repair. Course: D.C. Circuits.

Mountain-Plains Education and Economic Development Program, Inc. Glasgow AFB, Mont

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date—75

Contract—300-79-0153

Note—104p. ; Not available in paper copy due to light and broken print. For related documents, see CE 027 766 and CE 027 818-820

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Electric Circuits, *Electricity, *Electronic Equipment, *Individualized Instruction, *Television Radio Repairers, *Vocational Education, Adult Education, Audio Equipment, Disadvantaged, Electrical Systems, Family Programs, Instructional Materials, Learning Activities, Learning Modules, Postsecondary Education, Radio, Television

Identifiers—Direct Current, Mountain Plains Program

One of four individualized courses included in a radio and television repair curriculum, this course deals with the basic electrical properties of current, voltage, resistance, magnetism, mutual induction, and capacitance. The course is comprised of ten units: (1) Current, (2) Voltage, (3) Resistance, (4) Measuring Voltage and Current in Series Circuits, (5) Relationships of Current, Voltage, and Resistance, (6) Parallel Circuits, (7) Series-Parallel Circuits, (8) Magnetism and Electromagnetics, (9) Mutual Induction and RL Circuits, and (10) Capacitance. Each unit begins with a Unit Learning Experience Guide that gives directions for unit completion. The remainder of each unit consists of Learning Activity Packages (LAP) that provide specific information for completion of a learning activity. Each LAP is comprised of the following parts: objective, evaluation procedure, resources, procedure, supplemental sheets, study guide, and a LAP test with answers. The course is preceded by a pretest which is designed to direct the student to units and performance activities. (LRA).

ED 197 191 **CE 027 821**

Leland, L. And Others

Mountain Plains Learning Experience Guide: Curriculum Area: Health Education, Family Core Curriculum.

Mountain-Plains Education and Economic Development Program, Inc. Glasgow AFB, Mont

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date—75

Contract—300-79-0153

Note—140p. ; Some pages will not reproduce well due to light print. For related documents, see CE 027 766

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC06 Plus Postage

Descriptors—*Adult Basic Education, *Family Health, *Family Life Education, *Health Education, *Hygiene, *Individualized Instruction, Disadvantaged, Disease Control, Family Programs, Health Programs, Instructional Materials, Learning Activities, Learning Modules

Identifiers—Mountain Plains Program

This health education curriculum presents information and basic health maintenance concepts and practices. The curriculum is comprised of two courses consisting of six units of instruction: (1) Health Information, (2) First Aid, (3) Major Health Problems, (4) Home Care of the Ill, (5) Family Life Education, and (6) Dental Hygiene. Each unit begins with a Unit Learning Experience Guide that gives directions for unit completion. The remainder of each unit consists of Learning Activity Packages (LAP) that provide specific information for completion of a learning activity. Each LAP is comprised of the following parts: objective, evaluation procedure, resources, procedure, supplemental sheets, study guide, and a LAP test with answers. (LRA).

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Subject Term
Consumer Education
Helping Families Adjust to Economic Change. A Project Report.
Document Title
ED 181 239
Accession Number

Ability Identification
Careers (A Course of Study). Unit I: Self Inventory. ED 195 643

Academic Education
Project: Strategies for Sex Fairness. The Academic Teacher—Encouraging Non-Traditional Options. ED 189 346

Accident Prevention
Mountain Plains Learning Experience Guide: Automotive Repair. Course: Automotive Shop Safety. ED 197 140
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Guidelines for Keeping the Cornell Farm Account Book. Student Manual. ED 182 508
Guidelines for Keeping the Cornell Farm Account Book. Teacher Manual. ED 182 509

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Military Curricula for Vocational & Technical Education. Social Problems of Police Administration, 14-2. ED 183 833

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Washington State Nursing Home Administrator Model Curriculum. Final Report. ED 183 913

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The Development and Testing of a Statewide Multilevel Curriculum Management System for Georgia Vocational Education Programs. Curriculum Management Handbook for Vocational Administrators in Comprehensive High Schools, Post-Secondary Area Vocational-Technical Schools and Community College Vocational Programs. ED 182 486
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Competency-Based Adult Education/English as a Second Language Modules: Health. ED 193 432
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Development of an Individualized and Group Instructional Program Based on Financial Management for Adult/Young Farmers in Vocational Agriculture Programs in Missouri. Final Report. ED 192 036

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Design, Development, and Evaluation of Career Education Materials for Adult Farmworkers with Limited English-Speaking Ability Who Return to Formal Education. Final Report, Volume I. ED 185 292
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ED 185 293

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ED 197 128

Aging Individuals

Integrating Aging into the Home Economics Curriculum.
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Applied Agricultural Science and Mechanics 1 and 2. A Curriculum Guide for Agricultural Grades 9 and 10.
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Curriculum Guide for "ESL/Agriculture Secretaries". A Vocational Approach for Teaching "English-as-a-Second Language".
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Grain Handling and Storage.
ED 195 762

Introduction to Agribusiness. Unit A-6.
ED 190 814

Marketing and Distributive Education Curriculum Guide: Hardware-Building Materials, Farm and Garden.
ED 186 726

Nebraska Vocational Agribusiness Curriculum for City Schools. Career Opportunities in Agribusiness. Basic Skill in Agribusiness. A Curriculum Guide. 10th Grade.
ED 190 829

Agricultural Education

Agricultural Marketing. Instructor's Guide. Volume 12, Number 9. Agdex 810, Catalog Number AG-81-I.
ED 187 952

Agriculture Education. Agricultural Metal Working.
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Development of an Individualized and Group Instructional Program Based on Financial Management for Adult/Young Farmers in Vocational Agriculture Programs in Missouri. Final Report.
ED 192 036

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ED 185 284

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ED 185 285

Equine Management and Production. Vocational Agriculture Education.
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Farm Business Management. Instructional Material, Year 1.
ED 182 417

Farm Business Manager. A Catalog of Tasks, Performance Objectives, Performance Guides, Tools, and Equipment. Revised for Use in South Carolina.
ED 194 797

Fasteners. FOS: Fundamentals of Service.
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Feeding Livestock. A Unit for Teachers of Vocational Agriculture. Production Agriculture Curriculum Materials Project.
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Field Testing of the Greenhouse Production Section of a Horticulture Laboratory Record Book for Pennsylvania. Final Report.
ED 192 160

Floriculture. Selected Learning Activity Packages.
ED 181 264

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Kansas Vocational Agriculture Education. Basic Core Curriculum Project, Horticulture III.
ED 185 370

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Livestock Judging. A Unit for Teachers of Vocational Agriculture. Production Agriculture Curriculum Materials Project.
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Nebraska Vocational Agribusiness Curriculum for City Schools. Production Agriculture. Natural Resources. A Curriculum Guide. 11th Grade.
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Planning Guide for Kansas Farm Business Analysis Programs.
ED 185 371

Power Trains. FOS: Fundamentals of Service.
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Promoting Sex Equity in the Classroom. Module 6, Agriculture. Revised, 1980.
ED 190 820

Shop Tools. FOS: Fundamentals of Service.
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Swine Confinement Management: A Curriculum Planning and Resource Guide.
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Tractor Mechanics. Maintaining and Servicing the Power Train, Learning Activity Packages 49-53; Maintaining and Servicing the Clutch, Learning Activity Packages 54-59; Maintaining and Servicing the Transmission and Differential, Learning Activity Packages 60-68; Maintaining and Servicing the Final Drive, Learning Activity Packages
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Design, Development, and Evaluation of Career Education Materials for Adult Farmworkers with Limited English-Speaking Ability Who Return to Formal Education. Final Report, Volume II—Curriculum Guide and Career Education Manual, Part I.
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Design, Development, and Evaluation of Career Education Materials for Adult Farmworkers. Final Report, Volume II—Curriculum Guide and Career Education Manual, Part II.
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ED 192 155

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ED 192 053

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ED 192 159

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ED 186 689

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ED 185 340

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ED 192 054

Conduct a Helping Conference. Professional Preparation Module: Resource Person.
ED 192 055

Conduct a Small Group Meeting. Professional Preparation Module: Resource Person.
ED 192 057

Conduct an Observation Session. Professional Preparation Module: Resource Person.
ED 192 056

Develop a Module for Individualized Instruction.
ED 192 156

Diagnostic Assessment of Disadvantaged Vocational Learners.
ED 186 687

Disadvantaged Learner Analysis Profile.
ED 186 690

Disadvantaged Learner Referral Process.
ED 186 688

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ED 192 058

Evaluate a Product or Process Type Teaching Performance. Professional Preparation Module: Resource Person.
ED 192 059

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ED 192 060

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ED 192 061

Manage Individualized Instruction.
ED 192 154

Monitor the Progress of a Resident Resource Person. Professional Preparation Module: Resource Person.
ED 192 062

Occupational Cluster Analysis for Disadvantaged Vocational Learners.
ED 186 691

Prepare Valid Performance Objectives.
ED 192 157

Provide Administrative Services. Professional Preparation Module: Resource Person.
ED 192 063

Register Learners for CBTE Programs. Professional Preparation Module: Resource Person.
ED 192 064

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Validate an Occupational Analysis.
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Facilitate a Council of Educators' Review. Professional Preparation Module: Resource Person.
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Driver Education Curriculum Guide. Laboratory Aide Instruction Curriculum Guide.
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Drug Education
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Educational Change
Assist Vocational Personnel Move toward Full Adoption of Performance Based Vocational Education (PBVE).
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Diagnostic Assessment of Disadvantaged Vocational Learners.
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Arrange for the Improvement of Vocational Facilities for Individualized Instruction.
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The CAP Approach to Modifying Vocational Programs for Handicapped Students. Vol. 5: Trades and Industry with an Example in Welding.
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ED 182 557

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ED 197 159

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ED 195 778

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ED 183 917

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Competency-Based Horticulture. Floriculture.
ED 189 388

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ED 195 761

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ED 183 820

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ED 191 993

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ED 183 762

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ED 197 110

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ED 195 701

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ED 194 701

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ED 181 315

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ED 185 333

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ED 181 255

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ED 189 387

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ED 192 057

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ED 187 935

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ED 183 830

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ED 195 736

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ED 197 138

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ED 192 155

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Mountain Plains Learning Experience Guide: Marketing. Course: Marketing Mathematics.
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ED 190 840

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ED 190 839

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ED 195 794

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ED 192 117

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ED 183 963

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ED 182 494

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ED 182 495

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ED 182 496

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ED 182 497

Vocational Curriculum Resources for Handicapped Students. A Guide to Print and Non-Print Instructional Materials.
ED 182 498

Vocational Instructional Materials for Agriculture and Agribusiness Education Available from Federal Agencies.
ED 190 909

Vocational Instructional Materials for Allied Health Education Available from Federal Agencies.
ED 190 912

Vocational Instructional Materials for Business and Office Education Available from Federal Agencies.
ED 190 916

Vocational Instructional Materials for Marketing and Distributive Education Available from Federal Agencies.
ED 190 910

Vocational Instructional Materials for Special Needs Groups: Handicapped, Disadvantaged, Older Americans, Youth Employment, Displaced Homemakers; Available from Federal Agencies.
ED 190 915

Vocational Instructional Materials for Technical Education Available from Federal Agencies.
ED 190 913

Vocational Instructional Materials for Trade and Industrial Education Available from Federal Agencies.
ED 190 914

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ED 190 911

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Manual for North Dakota Vocational Office Education Coordinators. First Revision.
ED 197 125

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Common Core Competencies in Business Education: Strategies Manual.
ED 186 729

Interest Inventories
Project: Strategies for Sex Fairness. Guidance Tests—Usage Despite Bias.
ED 189 345
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ED 189 337

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Careers (A Course of Study). Unit I: Self Inventory.
ED 195 643

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Pre-Employment Laboratory Education. Home Furnishings/Interior Design Guidebook.
ED 18[illegible] 784

Interpersonal Competence
Careers (A Course of Study). Unit VII: Now that You've Got the Job—How Do You Keep It.
ED 195 649

Interviews
Student Assessment System. Competency Verification Guide. Georgia Vocational Education Program Articulation.
ED 197 127

Item Banks
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ED 195 780

Job Analysis
Business Machine Repairer. A Catalog of Tasks, Performance Objectives, Performance Guides, Tools, and Equipment.
ED 194 798
Competency-Based Education Curriculum Guide for Merchandising/Marketing.
ED 185 257
Local Implementation of Performance-Based Curriculum. Final Report.
ED 189 295
Occupational Cluster Analysis for Disadvantaged Vocational Learners.
ED 186 691
Task Analysis Inventories. Series II.
ED 197 057
Validate an Occupational Analysis.
ED 192 158

Job Applicants
Get Hired. 13 Ways to Get a Job.
ED 183 907
My Job Application File. Third Edition.
ED 183 906

Job Application
Air Conditioning and Refrigeration Book III.
ED 195 791
Careers (A Course of Study). Unit III: Do It Right.
ED 195 645
Careers (A Course of Study). Unit IV: Applying for the Job.
ED 195 646
Careers (A Course of Study). Unit V: Forms, Forms, Forms.
ED 195 647
A Competency-Based Course in Job-Seeking and Job-Survival Skills.
ED 193 519
Job Application and Job Interview. A Guide for Cooperative Industrial Programs. Learning Activity Package. LAP 4.
ED 193 523
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ED 183 906

Job Development
Preparing for Your Career Promotion: Instructor. Curriculum: Distributive Education.
ED 195 804

Job Layoff
Don't Get Fired. 13 Ways to Hold Your Job.
ED 183 908

Job Performance
Don't Get Fired. 13 Ways to Hold Your Job.
ED 183 908
Student Assessment System. Domain Referenced Tests. Allied Health Occupations/Practical Nursing. Volume I: Skills.
ED 197 130
Student Assessment System. Domain Referenced Tests. Transportation/Automotive Mechanics. Volume II: Theory. Georgia Vocational Education Program Articulation.
ED 197 136
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ED 183 907
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Careers (A Course of Study). Unit II: How to Start Looking for That Job.
ED 195 644
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ED 193 519

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ED 189 424
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ED 194 809
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ED 194 750
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ED 197 134

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ED 197 057

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ED 195 809

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Adult Education Career Path Training Resources. A Method, a Process, and a Few Examples: How to Motivate and Develop Minority Workers Starting Work in Entry Level Jobs via Adult Education.
ED 193 447

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ED 183 900

Labor Force

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ED 189 338

Labor Force Development

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ED 181 314

Laboratory Procedures

Military Curricula for Vocational & Technical Education. Medical Laboratory Specialist (Basic) Part II, 10-15.
ED 183 829

Military Curricula for Vocational & Technical Education. Medical Laboratory Specialist (Basic) Part I, 10-14.
ED 183 828

Laboratory Technology

Military Curricula for Vocational & Technical Education. Medical Laboratory Specialist (Basic) Part II, 10-15.
ED 183 829

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ED 183 833

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ED 183 902

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ED 183 901

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ED 183 900

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Conduct a Small Group Meeting. Professional Preparation Module: Resource Person.
ED 192 057

Leadership Development. Unit A-2.
ED 190 812

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An Activities Handbook for Child Care: Science.
ED 192 020

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ED 181 219

Home Economics Education. Housing, Furnishings, and Equipment Modules. Samples for Levels III, IV, and V. Fourth in a Series.
ED 185 415

Home Economics Education: Clothing and Textiles Modules. Samples for Levels III, IV, and V.
ED 189 376

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ED 181 299

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ED 183 840

Allied Health Dictionary 2. Project HIRE.
ED 183 841

Allied Health Dictionary 3. Project HIRE.
ED 183 842

Allied Health Teacher's Manual. Project HIRE.
ED 183 839

Arc Welding Dictionary 1. Project HIRE.
ED 183 844

Arc Welding Dictionary 2. Project HIRE.
ED 183 845

Arc Welding Dictionary 3. Project HIRE.
ED 183 846

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ED 183 843

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ED 183 847

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ED 194 776

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ED 183 852

Graphic Arts Dictionary 2. Project HIRE.
ED 183 853

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ED 183 851

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ED 183 948

Special Needs in Business. Learn the Basics.
ED 189 454

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ED 183 855

Upholstery Dictionary 2. Project HIRE.
ED 183 856

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ED 183 857

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ED 183 854

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ED 194 775

Youth Employment—Training Career Advisement with the Disabled.
ED 194 777

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ED 182 553

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ED 195 830

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ED 192 056
Evaluate a Product or Process Type Teaching Performance. Professional Preparation Module: Resource Person.
ED 192 059

Lesson Plans
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ED 183 915
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ED 181 300

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Agriculture Supplies & Services. Volume 2 of 3.
ED 195 766
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ED 195 694
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ED 195 811
Dairy Herd Health.
ED 182 510
Feeding Livestock. A Unit for Teachers of Vocational Agriculture. Production Agriculture Curriculum Materials Project.
ED 195 813
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ED 195 816
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ED 195 695

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ED 185 333

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Business Machine Repairer. A Catalog of Tasks, Performance Objectives, Performance Guides, Tools, and Equipment.
ED 194 798
Military Curricula for Vocational & Technical Education. Sewing Machine Maintenance, 18-3.
ED 183 837

Machine Tools
Machine Shop Projects. Instructor Guide. General Information.
ED 197 124
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ED 183 830
Military Curricula for Vocational & Technical Education. Metals Processing Specialist, Block VII, Classroom Course 13-8.
ED 191 989
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ED 197 124
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Electrical Experiments. VT-214-11. Part One. Grade 11. Revised.
ED 189 437

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A Guide to Mainstreaming in Home Economics.
ED 195 782

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ED 190 870
Tractor Mechanics. Maintaining and Servicing the Engine, Learning Activity Packages 78-89; Lubricating the Tractor, Learning Activity Packages 90-94; Painting the Tractor, Learning Activity Packages 95-96.
ED 181 265
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ED 181 267
Tractor Mechanics. Maintaining and Servicing the Cooling System, Learning Activity Packages 34-40; Maintaining and Servicing Hydraulic Systems, Learning Activity Packages 41-48.
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The Changing Roles of Males and Females. Curriculum Guide.
ED 182 557
Project: Strategies for Sex Fairness. Home Economics for All.
ED 189 351

Management Development
Entrepreneurship Education: Learning the Skills.
ED 190 863
Entrepreneurship Education: Supplementary Readings.
ED 190 865
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ED 192 058

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ED 182 486
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ED 182 485

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Materials and Processes Technology.
ED 192 117

Map Skills
Military Curricula for Vocational & Technical Education. Map Compilation and Math Review, 3-29.
ED 183 894
Topographic Map and Compass Use. Student Manual.
ED 182 507

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Military Curricula for Vocational & Technical Education. Offset Printing, 5-5.
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ED 195 805

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ED 186 726

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ED 186 727

Mountain Plains Learning Experience Guide: Marketing. Course: Marketing Mathematics.
ED 197 166

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ED 190 910

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ED 192 156

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Three Modules for Electronics Mathematics. (Remedial/Developmental).
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ED 190 772

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ED 182 428

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ED 186 765

Medical Care Evaluation

Youth Employment—Training Career Advisement with the Disabled.
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Biomedical Equipment Technology: A Curriculum Planning Resource Guide.
ED 186 769

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Medical Technologists

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ED 183 829

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ED 191 987

Military Curricula for Vocational & Technical Education. Metals Processing Specialist, Blocks V and VI, Classroom Course 13-7.
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Using Metrics in Industrial Arts.
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Developing Job Skills for Special Needs Students. A Curriculum Guide.
ED 194 776

Youth Employment Training Program Development Manual for the Special Needs Student.
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ED 185 336

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ED 185 337

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ED 183 834

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The CAP Approach to Modifying Vocational Programs for Handicapped Students. Vol. 1: Agriculture with an Example in Horticulture.
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ED 181 220

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ED 189 350

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Development of Curricula for Nuclear Radiation Protection, Nuclear Instrumentation, and Nuclear Materials Processing Technologies. Final Report.
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Nuclear Technology Series. Course 1: Radiation Physics.
ED 192 086

Nuclear Physics

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GED Test Preparation: Practical Reading. Nutrition, Health, Recipes.
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Prepare Valid Performance Objectives.
ED 192 157

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ED 185 293

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ED 197 132

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ED 195 741

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ED 190 830

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ED 190 827

Nebraska Vocational Agribusiness Curriculum Guide for City Schools. Agricultural Processing. Companion Animals. A Curriculum Guide. 11th Grade.
ED 190 828

Office Machines

Business Machine Repairer. A Catalog of Tasks, Performance Objectives, Performance Guides, Tools, and Equipment.
ED 194 798

Office Occupations

Competency-Based Course Outlines for Business and Office Education. Secretarial, Stenographic, Typewriting and Related Occupations.
ED 185 341

Office Occupations Education

Arizona Bilingual and Office Education. Book III—Bilingual Business Practice.
ED 190 791

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ED 190 789

Arizona Bilingual Business and Office Education. Book IV—Bilingual Business Careers.
ED 190 792

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ED 190 790

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ED 190 772

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ED 194 809

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ED 185 341

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ED 197 125

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Conduct a CBTE Orientation Program. Professional Preparation Module: Resource Person.
ED 192 054

Introduction to Industrial Cooperative Training. A Guide for Industrial Cooperative Training Programs. Learning Activities Package. LAP 1.
ED 193 520

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Agriculture Education. Horticulture.
ED 181 255

The CAP Approach to Modifying Vocational Programs for Handicapped Students. Vol. 1: Agriculture with an Example in Horticulture.
ED 181 216

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ED 189 387

Gardening and Groundskeeping: A Series of Learning Activity Packages. Volume I: Learning Activity Packages 1-42.
ED 185 358

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ED 189 388

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ED 189 387

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ED 183 896

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Tractor Mechanics. Maintaining and Servicing the Engine, Learning Activity Packages 78-89; Lubricating the Tractor, Learning Activity Packages 90-94; Painting the Tractor, Learning Activity Packages 95-96.
ED 181 265

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Mountain Plains Learning Experience Guide: Parent Involvement. Course: Interaction with Children.
ED 197 179

Parenthood Education

Mountain Plains Learning Experience Guide: Parent Involvement. Course: Interaction with Children.
ED 197 179

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Using Parliamentary Procedure. A Guide for Industrial Cooperative Training Programs. Learning Activities Package. LAP 3.
ED 193 522

Patients

Military Curricula for Vocational & Technical Education. Clinical Specialist, 10-17.
ED 183 898

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ED 192 062

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ED 197 135

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ED 197 130

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Careers (A Course of Study). Unit I: Self Inventory.
ED 195 643

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Final Report to Automotive and Petroleum Curriculum Research—Phase I.
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ED 195 785

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ED 183 899

Photography

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ED 183 827

Military Curricula for Vocational & Technical Education. Still Photojournalism Techniques, 16-3.
ED 183 900

Military Curricula for Vocational & Technical Education. Continuous Photoprocessing Specialist, 16-4.
ED 183 899

Physical Therapy

Military Curricula for Vocational & Technical Education. Physical Therapy Specialist, 10-9.
ED 183 897

Physical Therapy Aides

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ED 183 897

Physiology

The Digestive System (and) Instructor's Guide. Instructional Materials in Anatomy and Physiology for Pennsylvania Health Occupations Programs.
ED 186 695

The Musculoskeletal System. Instructional Materials in Anatomy and Physiology for Pennsylvania Health Occupations Programs.
ED 186 694

The Respiratory System. Instructional Materials in Anatomy and Physiology for Pennsylvania Health Occupations Programs.
ED 186 693

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Living, Being, Eating: Decisions We Make.
ED 197 110

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ED 181 251

Agriculture Supplies & Services. Volume 1 of 3.
ED 195 765

Corn Production. A Unit for Teachers of Vocational Agriculture. Production Agriculture Curriculum Materials Project.

ED 195 814

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ED 182 511

Tobacco Production. A Unit for Teachers of Vocational Agriculture. Production Agriculture Curriculum Materials Project.
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Plant Pathology

Competency-Based Horticulture. Floriculture.
ED 189 388

Plant Propagation

Agriculture Education. Horticulture.
ED 181 255

Competency-Based Horticulture. Floriculture.
ED 189 388

Floriculture. Selected Learning Activity Packages.
ED 181 264

Plant Science

Agriculture Education. Horticulture.
ED 181 255

Plastics

Fiber Glass/Plastics. FOS: Fundamentals of Service.
ED 185 427

Materials and Processes Technology.
ED 192 117

Plumbing

Mountain Plains Learning Experience Guide: Plumbing. Course: Supply Piping Systems.
ED 197 185

Mountain Plains Learning Experience Guide: Plumbing. Course: Drainage and Vent Systems.
ED 197 184

Mountain Plains Learning Experience Guide: Plumbing. Course: General Procedures and Practices for Building Trades and Services.
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Residential Plumbing.
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Podiatry

Podiatric Assisting: A Curriculum Planning and Resource Guide.
ED 186 765

Police Community Relationship

Military Curricula for Vocational & Technical Education. Law Enforcement Specialist, 17-11.
ED 183 902

Police Education

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ED 197 128

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ED 185 425

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ED 185 284

Engines. FOS: Fundamentals of Service.
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ED 185 286

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ED 185 333

Hydraulics. FOS: Fundamentals of Service.
ED 185 287

Instructional Guide for Vocational Power Mechanics. V & TECC Curriculum Guide.
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ED 185 288

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ED 197 130

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ED 197 131

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Safety Concepts for Pre-Student Teachers in Industrial Arts. A Research Paper.
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ED 181 225

Working in the World of Children.
ED 181 299

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ED 183 852

Graphic Arts Dictionary 2. Project HIRE.
ED 183 853

Graphic Arts Teacher's Manual. Project HIRE.
ED 183 851

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ED 183 948

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GED Test Preparation: Practical Reading. Nutrition, Health, Recipes.
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ED 190 866

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ED 182 553

Manage Individualized Instruction.

ED 192 154
Military Curricula for Vocational & Technical Education. Drug and Alcohol Abuse Classroom Course 17-10.
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ED 181 287
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Biomedical Equipment Technology: A Curriculum Planning Resource Guide.
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ED 189 343

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ED 194 816

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Military Curricula for Vocational & Technical Education. Computer System Operation, 4-3.
ED 183 824

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Military Curricula for Vocational & Technical Education. Communications Computer Programmer, 4-2.
ED 183 895

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Military Curricula for Vocational & Technical Education. Communications Computer Programmer, 4-2.
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Carpentry Reading Strategies. Vocational Reading Series.
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Cosmetology Reading Strategies. 1980 Vocational Reading Series.
ED 192 017
Data Processing Reading Strategies. 1980 Vocational Reading Series.
ED 192 024
Medical Assisting Reading Strategies. 1980 Vocational Reading Series.
ED 192 018
Trade and Industrial Reading Strategies. 1980 Vocational Reading Series.
ED 192 023

Reading Comprehension
GED Test Preparation: Practical Reading. Nutrition, Health, Recipes.
ED 195 761

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Carpentry Reading Strategies. Vocational Reading Series.
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Mountain Plains Learning Experience Guide: Lodging. Course: Front Desk Procedures.
ED 197 164

Recordkeeping
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ED 190 864
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ED 182 509
Guidelines for Keeping the Cornell Farm Account Book. Student Manual.
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ED 197 165

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Careers (A Course of Study). Unit V: Forms, Forms, Forms.
ED 195 647

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Project: Strategies for Sex Fairness. Re-Entering the Work Force—New Options.
ED 189 353

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ED 186 688

Refrigeration

Air Conditioning and Refrigeration Book III.
ED 195 791

Military Curricula for Vocational & Technical Education. Refrigeration & Air Conditioning Specialist, Blocks III-V, 11-7.
ED 183 831

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ED 183 830

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ED 183 832

Mountain Plains Learning Experience Guide: Heating, Refrigeration, & Air Conditioning.
ED 197 161

REACH. Refrigeration Units.
ED 190 834

Trade and Industrial Education Course of Study for Appliance Repair.
ED 192 143

Refrigeration Mechanics

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ED 182 546

REACH. Refrigeration Units.
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ED 186 745

Rehabilitation Centers

Halfway House Management: A Curriculum Planning Resource Guide.
ED 186 768

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Military Curricula for Vocational & Technical Education. Drug and Alcohol Abuse Classroom Course 17-10.
ED 187 934

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ED 183 840

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ED 183 841

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ED 183 842

Allied Health Teacher's Manual. Project HIRE.
ED 183 839

Arc Welding Dictionary 1. Project HIRE.
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ED 183 845

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ED 183 846

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Upholstery Dictionary 1. Project HIRE.
ED 183 855

Upholstery Dictionary 2. Project HIRE.
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Upholstery Dictionary 3. Project HIRE.
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Three Modules for Electronics Mathematics. (Remedial/Developmental).
ED 197 120

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ED 185 427

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ED 183 964

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ED 183 961

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Vocational Instructional Materials for Trade and Industrial Education Available from Federal Agencies.
ED 190 914

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ED 190 911

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ED 192 053

Conduct a CBTE Orientation Program. Professional Preparation Module: Resource Person.
ED 192 054

Conduct a Helping Conference. Professional Preparation Module: Resource Person.
ED 192 055

Conduct a Small Group Meeting. Professional Preparation Module: Resource Person.
ED 192 057

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ED 192 056

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ED 192 058

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ED 192 060

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ED 192 061

Monitor the Progress of a Resident Resource Person. Professional Preparation Module: Resource Person.
ED 192 062

Provide Administrative Services. Professional Preparation Module: Resource Person.
ED 192 063

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ED 192 064

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The MOVERS Game (Maximum Support for Vocational Enrollment by Removing Stereotypes).
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ED 197 152

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Industrial Hygiene Technology: A Curriculum Planning Resource Guide.
ED 186 767

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ED 195 794

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ED 183 959

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ED 187 891

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Assistant Drivers Instructor's Manual. New York State School Bus Driver Training Program.
ED 192 015

Assistant Drivers Trainee Study Guide. New York State School Bus Driver Training Program.
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School Registration

Register Learners for CBTE Programs. Professional Preparation Module: Resource Person.
ED 192 064

School Role

Project: Strategies for Sex Fairness. My School's Role As a Change Agent.
ED 189 340

School Surveys

Project: Strategies for Sex Fairness. Evaluating Our School for Sex Fairness.
ED 189 343

Science Education

An Activities Handbook for Child Care: Science.
ED 192 020

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ED 189 352

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Military Curricula for Vocational & Technical Education. Diver Second Class, 15-3.
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ED 189 277//

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ED 195 741

Legal Secretarial Supplement to the California Business Education Program Guide.
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Beef Cattle: Selection and Evaluation.
ED 195 694

Swine: Selection and Evaluation.
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Self Concept

Mountain Plains Learning Experience Guide: Parent Involvement. Course: Interaction with Children.
ED 197 179

Self Evaluation Individuals

Careers (A Course of Study). Unit I: Self Inventory.
ED 195 643

Conduct a Helping Conference. Professional Preparation Module: Resource Person.
ED 192 055

Instruct Others to Set-Up and Operate a Video System: Professional Preparation Module: Resource Person.

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Military Curricula for Vocational & Technical Education. Fabrication and Parachute Specialist, 18-2.
ED 183 836

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ED 183 835

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ED 190 768

Sewing Machine Operators

Military Curricula for Vocational & Technical Education. Fabric Repair Specialist, 18-1.
ED 183 835

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ED 189 342

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Air Conditioning. FOS: Fundamentals of Service.
ED 185 283

Electrical Systems. FOS: Fundamentals of Service.
ED 185 284

Engines. FOS: Fundamentals of Service.
ED 185 285

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ED 185 332

Power Trains. FOS: Fundamentals of Service.
ED 185 288

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ED 185 289

Tractor Mechanics. Maintaining and Servicing the Power Train, Learning Activity Packages 49-53; Maintaining and Servicing the Clutch, Learning Activity Packages 54-59; Maintaining and Servicing the Transmission and Differential, Learning Activity Packages 60-68; Maintaining and Servicing the Final Drive, Learning Activity Packages
ED 181 267

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ED 181 266

Tractor Mechanics. Maintaining and Servicing the Engine, Learning Activity Packages 78-89; Lubricating the Tractor, Learning Activity Packages 90-94; Painting the Tractor, Learning Activity Packages 95-96.
ED 181 265

Trade and Industrial Education

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ED 183 844

Arc Welding Dictionary 2. Project HIRE.
ED 183 845

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ED 183 846

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ED 183 843

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Competencies for Articulation: Drafting.
ED 194 750

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ED 194 751

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ED 190 809

Employer-Employee Relations. A Guide for Industrial Cooperative Training Programs. Learning Activity Package. LAP 5.
ED 193 524

Industrial Orientation.
ED 190 766

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ED 182 546

Instructional Guide for Vocational Power Mechanics. V & TECC Curriculum Guide.
ED 182 536

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ED 193 520

Job Application and Job Interview. A Guide for Cooperative Industrial Programs. Learning Activity Package. LAP 4.
ED 193 523

Military Curricula for Vocational & Technical Education. Construction Electrician/Power and Communications Cable Splicing, 5-3.
ED 183 825

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ED 183 837

Military Curricula for Vocational & Technical Education. Light Frame Construction II.
ED 183 822

Military Curricula for Vocational & Technical Education. Carpentry Specialist, 3-15.
ED 183 823

Military Curricula for Vocational & Technical Education. Light Frame Construction I.
ED 183 821

Military Curricula for Vocational & Technical Education. Diver Second Class, 15-3.
ED 183 834

Military Curricula for Vocational & Technical Education. Metals Processing Specialist, Blocks V and VI, Classroom Course 13-7.
ED 191 988

Military Curricula for Vocational & Technical Education. Metals Processing Specialist, Block VII, Classroom Course 13-8.
ED 191 989

Military Curricula for Vocational & Technical Education. Metals Processing Specialist, Blocks I and II, Classroom Course 13-5.
ED 191 986

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REACH. Electricity Units, Post-Secondary.
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ED 190 835

REACH. Major Appliance.
ED 190 839

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ED 190 834

REACH. Residential Electrical Wiring Units.
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ED 190 841

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Vocational Industrial Clubs of America. A Guide for Industrial Cooperative Training Programs. Learning Activities Package. LAP 2.
ED 193 521

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ED 190 914

Traffic Accidents

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ED 183 901

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Military Curricula for Vocational & Technical Education. Law Enforcement Specialist, 17-11.
ED 183 902

Military Curricula for Vocational and Technical Education. Traffic Management and Accident Investigation, 17-8.
ED 183 901

Traffic Safety

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ED 190 866

Training

Training Guide for Foodservice Personnel in Programs for Young Children. A Manual for Nutritionists, Dietitians, and Foodservice Specialists Who Are Developing and Conducting Training Programs.
ED 195 701

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Adult Education Career Path Training Resources. A Method, a Process, and a Few Examples: How to Motivate and Develop Minority Workers Starting Work in Entry Level Jobs via Adult Education.
ED 193 447

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Military Curricula for Vocational & Technical Education. Basic Electricity and Electronics. CANTRAC A-100-0010. Module 25: Special Devices. Study Booklet.
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ED 190 895

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ED 186 727

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Common Core Competencies in Business Education: Strategies Manual.
ED 186 729

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Nebraska Vocational Agribusiness Curriculum for City Schools. Career Opportunities in Agribusiness. Basic Skill in Agribusiness. A Curriculum Guide. 10th Grade.
ED 190 829
Nebraska Vocational Agribusiness Curriculum for City Schools.. Production Agriculture. Natural Resources. A Curriculum Guide. 11th Grade.
ED 190 827
Nebraska Vocational Agribusiness Curriculum for City Schools. Horticulture. Agricultural Mechanics. A Curriculum Guide. 11th Grade.
ED 190 830
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ED 189 311

Validity
Prepare Valid Performance Objectives.
ED 192 157
Validate an Occupational Analysis.
ED 192 158

Values
Living, Being, Eating: Decisions We Make.
ED 197 110

Values Education
Adult Roles & Functions. A Nonlaboratory Home Economics Course for Eleventh and Twelfth Graders.
ED 195 781
Adult Roles & Functions. Objective Based Evaluation System.
ED 195 780

Veterinary Assistants
Small Animal Care.
ED 181 300

Veterinary Medicine
Equine Management and Production. Vocational Agriculture Education.
ED 194 774
Military Curricula for Vocational & Technical Education. Veterinary Specialist, Blocks VII-XI, 1-4.
ED 183 820

Videotape Recorders
Instruct Others to Set-Up and Operate a Video System: Professional Preparation Module: Resource Person.
ED 192 061

Visiting Homemakers
A Model Curriculum and Teaching Guide for the Instruction of the Homemaker-Home Health Aide.
ED 195 632

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ED 183 840
Allied Health Dictionary 2. Project HIRE.
ED 183 841
Allied Health Dictionary 3. Project HIRE.
ED 183 842
Allied Health Teacher's Manual. Project HIRE.
ED 183 839
Arc Welding Dictionary 1. Project HIRE.
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ED 183 849
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ED 183 847
Graphic Arts Dictionary 1. Project HIRE.
ED 183 852
Graphic Arts Dictionary 2. Project HIRE.
ED 183 853
Graphic Arts Teacher's Manual. Project HIRE.
ED 183 851
Graphics Arts Dictionary 3. Project HIRE.
ED 183 948
Upholstery Dictionary 1. Project HIRE.
ED 183 855
Upholstery Dictionary 2. Project HIRE.
ED 183 856
Upholstery Dictionary 3. Project HIRE.
ED 183 857
Upholstery Teacher's Manual. Project HIRE.
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Working in the World of Children.
ED 181 299

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ED 181 258
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ED 181 257
Agriculture Education. Elements of Farm and Building Layout.
ED 181 259
Agriculture Education. Farm Machinery.
ED 181 256
Agriculture Education. Horticulture.
ED 181 255
Agriculture Education. Soybeans and Rice.
ED 181 251
Agriculture Supplies & Services. Volume 1 of 3.
ED 195 765
Agriculture Supplies & Services. Volume 2 of 3.
ED 195 766
Agriculture Supplies & Services. Volume 3 of 3.
ED 195 767
Air Conditioning and Refrigeration Book III.
ED 195 791
Air Conditioning. FOS: Fundamentals of Service.
ED 185 283
Applied Agricultural Science and Mechanics 1 and 2. A Curriculum Guide for Agricultural Grades 9 and 10.
ED 186 701
Arrange for the Improvement of Vocational Facilities for Individualized Instruction.
ED 192 155
Assist Learners in Obtaining the Various Voccational Instructional Certificates Issued in Pennsylvania. Professional Preparation Module: Resource Person.
ED 192 053
Assist Vocational Personnel Move toward Full Adoption of Performance Based Vocational Education (PBVE).
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Basic Electronics I.
ED 195 793
Bearings and Seals. FOS: Fundamentals of Service.
ED 185 425
Beef Cattle: Selection and Evaluation.
ED 195 694
Belts and Chains. FOS: Fundamentals of Service.
ED 185 426
Bilingual Vocational Educational Curriculum Development.
ED 192 039
Brake Fundamentals. Automotive Articulation Project.
ED 182 428
Breeding Livestock. A Unit for Teachers of Vocational Agriculture. Production Agriculture Curriculum Materials Project.
ED 195 811
Competencies for Articulation: Health Occupations.
ED 194 753

Competencies for Articulation: Procedures Manual.
ED 194 749

Competency-Based Horticulture. Floriculture.
ED 189 388

Competency-Based Horticulture. Gardening/Groundskeeping.
ED 189 387

Conduct a CBTE Orientation Program. Professional Preparation Module: Resource Person.
ED 192 054

Conduct a Helping Conference. Professional Preparation Module: Resource Person.
ED 192 055

Conduct a Small Group Meeting. Professional Preparation Module: Resource Person.
ED 192 057

Conduct an Observation Session. Professional Preparation Module: Resource Person.
ED 192 056

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ED 182 510

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ED 192 156

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ED 189 438

Electrical Experiments. VT-214-12-2. Part II. A-C Across the Line Control.
ED 189 439

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ED 189 440

Electrical Experiments. VT-214-12-4. Part IV. A-C Reduced Voltage Controls.
ED 189 441

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ED 182 505

Establish and Maintain Records in the VITAL Management Information System. Professional Preparation Module: Resource Person.
ED 192 058

Evaluate a Product or Process Type Teaching Performance. Professional Preparation Module: Resource Person.
ED 192 059

Facilitate a Council of Educators' Review. Professional Preparation Module: Resource Person.
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ED 182 417

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ED 194 797

Fasteners. FOS: Fundamentals of Service.
ED 185 286

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ED 185 287

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ED 185 332

Instruct Others to Set-Up and Operate a Video System: Professional Preparation Module: Resource Person.
ED 192 061

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ED 190 814

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ED 185 368

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ED 185 369

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ED 183 903

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ED 183 899

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ED 197 138

Mountain Plains Learning Experience Guide: Appliance Repair. Course: Motor-Operated Appliances.
ED 197 139

Mountain Plains Learning Experience Guide: Automotive Repair. Course: Automotive Shop Safety.
ED 197 140

Mountain Plains Learning Experience Guide: Carpentry. Course: Finish.
ED 197 153

Mountain Plains Learning Experience Guide: Carpentry. Course: Rough-In.
ED 197 152

Mountain Plains Learning Experience Guide: Drafting. Course: Basic Drawing. Revised Edition.
ED 197 155

Mountain Plains Learning Experience Guide: Drafting. Course: Blueprint Reading.
ED 197 156

Mountain Plains Learning Experience Guide: Electric Motor Repair.
ED 197 160

Mountain Plains Learning Experience Guide: Electrical Theory. Course: Basic Electricity.
ED 197 157

Mountain Plains Learning Experience Guide: Electrical Wiring. Course: Electrical Wiring Trim-Out.
ED 197 159

Mountain Plains Learning Experience Guide: Electrical Wiring. Course: Electrical Wiring Rough-In.
ED 197 158

Mountain Plains Learning Experience Guide: Heating, Refrigeration, & Air Conditioning.
ED 197 161

Mountain Plains Learning Experience Guide: Licensed Day Care.
ED 197 162

Mountain Plains Learning Experience Guide: Lodging. Course: Front Desk Procedures.
ED 197 164

Mountain Plains Learning Experience Guide: Lodging. Course: Night Auditing Procedures.
ED 197 165

Mountain Plains Learning Experience Guide: Lodging. Course: Housekeeping Operations.
ED 197 163

Mountain Plains Learning Experience Guide: Plumbing. Course: Supply Piping Systems.
ED 197 185

Mountain Plains Learning Experience Guide: Plumbing. Course: General Procedures and Practices for Building Trades and Services.
ED 197 186

Mountain Plains Learning Experience Guide: Plumbing. Course: Drainage and Vent Systems.
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The MOVERS Game (Maximum Support for Vocational Enrollment by Removing Stereotypes).
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Prepare Valid Performance Objectives.
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Project: Strategies for Sex Fairness. Evaluating Our School for Sex Fairness.
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ED 189 341

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ED 189 350

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ED 190 818

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Provide Administrative Services. Professional Preparation Module: Resource Person.
ED 192 063

Register Learners for CBTE Programs. Professional Preparation Module: Resource Person.
ED 192 064

Residential Plumbing.
ED 187 891

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Select Appropriate Modules. Professional Preparation Module: Resource Person.
ED 192 065

Shop Tools. FOS: Fundamentals of Service.
ED 185 429

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ED 181 300

Solar Energy Installers Curriculum Guides. Book II.
ED 189 391

Solar Energy Installers Curriculum Guides. Book I.
ED 189 390

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ED 189 389

Solar Energy Technology: A Curriculum Planning and Resource Guide.
ED 186 766

Special Needs in Business. Learn the Basics.
ED 189 454

Student Assessment System. Admissions Guide. Georgia Vocational Education Program Articulation.
ED 197 128

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ED 197 133

Student Assessment System. Student Performance Record. Task Detailing. Cosmetology. Georgia Vocational Education Program Articulation.
ED 197 132

Study Guide for Carpet Laying (and Instructor's Key). A Resource Guide for Industrial Cooperative Training Programs. V&TECC Curriculum Guide.
ED 182 547

Study Guide for Floorcovering (and Instructor's Key). V&TECC Curriculum Guide.
ED 182 545

Swine: Selection and Evaluation.
ED 195 695

Tires and Tracks. FOS: Fundamentals of Service.
ED 185 289

Tobacco Production. A Unit for Teachers of Vocational Agriculture. Production Agriculture Curriculum Materials Project.
ED 195 815

Tractor Mechanics. Maintaining and Servicing the Cooling System, Learning Activity Packages 34-40; Maintaining and Servicing Hydraulic Systems, Learning Activity Packages 41-48.
ED 181 266

Tractor Mechanics. Maintaining and Servicing the Engine, Learning Activity Packages 78-89; Lubricating the Tractor, Learning Activity Packages 90-94; Painting the Tractor, Learning Activity Packages 95-96.
ED 181 265

Tractor Mechanics. Maintaining and Servicing the Power Train, Learning Activity Packages 49-53; Maintaining and Servicing the Clutch, Learning Activity Packages 54-59; Maintaining and Servicing the Transmission and Differential, Learning Activity Packages 60-68; Maintaining and Servicing the Final Drive, Learning Activity Packages
ED 181 267

Using Metrics in Industrial Arts.
ED 195 757

Validate an Occupational Analysis.
ED 192 158

Vocational Curriculum Resources for Bilingual Students. A Guide to Print and Non-Print Instructional Materials.
ED 182 494

Vocational Curriculum Resources for Disadvantaged Students. A Guide to Print and Non-Print Instructional Materials. Volume I.
ED 182 495

Vocational Curriculum Resources for Disadvantaged Students. A Guide to Print and Non-Print Instructional Materials. Volume II.
ED 182 496

Vocational Curriculum Resources for Disdvantaged Students. A Guide to Print and Non-Print Instructional Materials. Volume III.
ED 182 497

Vocational Curriculum Resources for Handicapped Students. A Guide to Print and Non-Print Instructional Materials.
ED 182 498

Vocational Instructional Materials for Agriculture and Agribusiness Education Available from Federal Agencies.
ED 190 909

Vocational Instructional Materials for Technical Education Available from Federal Agencies.
ED 190 913

Vocational Preparation Curriculum: Welding.
ED 195 809

Welding. FOS: Fundamentals of Service.
ED 185 430

Youth Employment Training Program Development Manual for the Special Needs Student.
ED 194 775

Vocational Education Teachers

Arrange for the Improvement of Vocational Facilities for Individualized Instruction.
ED 192 155

Characteristics of Disadvantaged Learners.
ED 186 689

Develop a Module for Individualized Instruction.
ED 192 156

Diagnostic Assessment of Disadvantaged Vocational Learners.
ED 186 687

Disadvantaged Learner Analysis Profile.
ED 186 690

Disadvantaged Learner Referral Process.
ED 186 688

Manage Individualized Instruction.
ED 192 154

Occupational Cluster Analysis for Disadvantaged Vocational Learners.
ED 186 691

Prepare Valid Performance Objectives.
ED 192 157

School and Community Resources for Disadvantaged Learners.
ED 186 692

Validate an Occupational Analysis.
ED 192 158

Vocational Interests

A Competency-Based Course in Job-Seeking and Job-Survival Skills.
ED 193 519

Warehouses

Marketing and Distributive Education Curriculum Guide: Transportation and Warehousing.
ED 186 727

Military Curricula for Vocational & Technical Education. Materiel Facilities Specialist, 19-1.
ED 183 838

Weather

Military Curriculum Materials for Vocational and Technical Education. Weather Specialist 15-4. AFSC 25150.
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Welders

Instructional Guide for Vocational Welding. V & TECC Curriculum Guide. ED 182 537

Welding

Agriculture Education. Agricultural Metal Working. ED 181 258

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Arc Welding Dictionary 2. Project HIRE. ED 183 845

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Introduction to Agribusiness. Unit A-6.
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ED 185 283

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ED 190 866

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Military Curricula for Vocational & Technical Education. Refrigeration & Air Conditioning Specialist, Blocks I-II.
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Military Curricula for Vocational & Technical Education. General Purpose Vehicle Mechanic. Blocks I and II, 8-9.
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Military Curricula for Vocational & Technical Education. Basic Electricity and Electronics. CANTRAC A-100-0010. Module 20: Solid State Power Supplies; 20T: Electron Tube Power Supplies. Study Booklet.

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Industrial Arts Education Competency Catalogs for Exploring Technology, Modern Industry, Construction, Manufacturing.
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Technical Education Research Center, Waco, Tex.

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Select Appropriate Modules. Professional Preparation Module: Resource Person.
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Virginia State Dept. of Education, Richmond. Div. of Vocational Education.

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Virginia State Dept. of Education, Richmond. Home Economics Education Service.

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A Guide to Mainstreaming in Home Economics.
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CURRICULUM COORDINATION CENTERS

Six curriculum coordination centers are part of the National Network for Curriculum Coordination in Vocational and Technical Education (NNCCVTE), which was established in 1972. In addition to the six curriculum coordination centers, NNCCVTE consists of six interstate curriculum networks and a national council of curriculum center directors. It is designed to provide an orderly system for sharing curriculum development products and services. The centers receive federal funds through competitive contracts awarded by the U.S. Department of Education.

Each of the six curriculum coordination centers operates separately but upholds the objectives of the national network. The major function of each center is to provide leadership in curriculum information resources. While center services vary according to regional needs, common functions include the following: evaluation of curriculum needs, coordination of curriculum development activities, field testing and evaluation, collection and dissemination of information on new and developing materials, response to requests for materials and information, curriculum inservice training, and provisions for technical assistance.

CURRICULUM COORDINATION CENTERS

CCC Region	Project Director	Address	States in Coordinating Region
Northeast	Joseph Kelly, Ph.D.	Bureau of Occupational and Career Research Development 225 West State Street Trenton, NJ 08625 (609) 292-5850	Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Puerto Rico, Rhode Island, Vermont, Virgin Islands
Southeast	Roy Hinrichs, Ph.D.	Mississippi State University Research and Curriculum Unit Drawer DX Mississippi State, MS 39762 (601) 325-2510	Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee
East Central	Rebecca S. Douglass	Sangamon State University Building E-22 Springfield, IL 62708 (217) 786-6375	Delaware, District of Columbia, Illinois, Indiana, Maryland, Michigan, Minnesota, Ohio, Pennsylvania, Virginia, West Virginia, Wisconsin
Midwest	Robert Patton	Oklahoma State Department of Vocational and Technical Education 1515 West Sixth Avenue Stillwater, OK 74074 (405) 377-2000	Arkansas, Iowa, Kansas, Louisiana, Missouri, Nebraska, New Mexico, Oklahoma, Texas
Northwest	William Daniels	Airdustrial Park Buiding 27, LS-10 Olympia, WA 98504 (206) 753-0879	Alaska, Colorado, Idaho, Montana, North Dakota, Oregon, South Dakota, Utah, Washington, Wyoming
Western	Lawrence F.H. Zane, Ph.D.	University of Hawaii Wist Hall 216 1776 University Avenue Honolulu, HI 96822 (808) 948-7834	American Samoa, Arizona, California, Guam, Hawaii, Nevada, Northern Marianas, Trust Territory of the Pacific Islands

CURRICULUM COORDINATION CENTER PUBLICATIONS

See the listing of curriculum coordination centers on the preceding page for contact information.

East Central Network for Curriculum Coordination
    Subject matter bibliographies

Midwest Curriculum Coordination Center
    Instructional Materials Price List, 1981-1982

Northeast Curriculum Coordination Center
    Curriculum Microfiche Collection Catalog, September 1981

Northwest Curriculum Coordination Center
    The Vocational Curriculum Catalog, Ninth Edition, 1982

Southeast Curriculum Coordination Center
    Vocational-Technical Education Curriculum Materials in the Southern Curriculum Coordination Network Library, 1980

Western Curriculum Coordination Center
    Subject matter bibliographies

CURRICULUM CENTERS/LABS

Materials in this section were adapted from the *Resource Directory of Curriculum Centers/Labs*, June 1981, a product of the Vocational Instructional Materials Section of the American Vocational Association and the National Network for Curriculum Coordination in Vocational and Technical Education (NCCVTE). Special recognition is extended to the project staff of the Midwest Curriculum Coordination Center in Stillwater, Oklahoma and to the other curriculum coordination centers, project directors, and state liaison representatives of the NCCVTE.

CURRICULUM CENTERS/LABS

State	Name and Address of Center/Lab	Description of Activities	Contact
Alabama (Southeast)	Vocational Curriculum Development Unit Room 802 State Office Building Montgomery, AL 36130	Produces and disseminates Vocational-Technical Education Consortium of States (V-TECS) catalogs, performance-based instruction, inservice training packages. Develops performance-based instruction teacher manuals and student study guides. Material available out of state: Yes	James Kendrick, Coordinator (205) 832-3473
Alaska (Northwest)	Southeast Regional Resource Center 538 Willoughby Juneau, AK 99801	Provides curriculum materials and guides, audio-visual presentations, and exemplary projects for schools. Material available out of state: Yes	Allan Barnes, Director (907) 586-6806
Alaska (Northwest)	Northern Institute 650 West International Airport Road Anchorage, AK 99503	Develops curriculum materials, guides, and audiovisual materials. Performs research and trains staff. Material available out of state: No	Ron Daugherty, Ph.D., Director (907) 274-3691
Arkansas (Midwest)	Media Implementation Center 7701½ Scott Hamilton Drive Little Rock, AR 72209	Provides slide-tape presentations, transparencies, and filmstrips. Material available out of State: Yes	Bob Verboon (501) 371-1154
California (Western)	Vocational and Occupational Information Center for Educators (VOICE) 721 Capital Mall Sacramento, CA 95814	Disseminates curriculum materials and information. Material available out of state: No	Nona Verloo, Coordinator/ Consultant in Vocational Education (916) 322-2332
Colorado (Northwest)	Curriculum Materials Service Vocational Education Building 116 Colorado State University Fort Collins, CO 80523	Provides occupational analysis and performance objectives on a cost-recovery basis. Material available out of state: Yes	Wiley Lewis, Ph.D., Coordinator (303) 491-5273

State	Name and Address of Center/Lab	Description of Activities	Contact
Florida (Southeast)	Center for Studies in Vocational Education Florida State University 600 West College Avenue Tallahassee, FL 32306	Researches and adapts materials developed by other states and organizations. Material available out of state: Yes	Robert Lathrop, Ph.D., Director (904) 644-2440
Georgia (Southeast)	Vocational Curriculum Center 3952 Shirley Drive, SW Atlanta, GA 30336	Reproduces cassette tapes, duplicates and mounts slides, stores written materials, disseminates composite curriculum programs, and maintains quality control tasks for the above activities. Material available out of state: No	John Lloyd, Ph.D., Director (404) 656-2547
Georgia (Southeast)	American Association for Vocational Instructional Materials (AAVIM) 120 Engineering Center Athens, GA 30602	Provides resource material for agricultural education, trade and industrial education, industrial arts, and vocational-technical education including manuals, teacher guides, student workbooks, audiovisual aids, transparency masters, and slide sets. Also provides a performance-based teacher education program. Material available out of state: Yes	W. Harold Parady, Executive Director (404) 542-2586
Idaho (Northwest)	Idaho Curriculum Dissemination Center 216 College of Education University of Idaho Moscow, ID 83843	Collects and distributes Idaho curriculum materials. Collects and previews out-of-state materials. Serves as American Association for Vocational Instructional Materials distributor for Idaho. Material available out of state: Yes	Cleve Taylor, Co-director (208) 885-6556
Illinois (East Central)	Research and Development Section Illinois State Board of Education 100 North First Street Springfield, IL 62777	Description of activities not available. Material available out of state: Yes	Charles Schickner, Contract Administrator (217) 782-4620
Indiana (East Central)	Vocational Education Services 840 State Road 46 Bypass, Room 111 Indiana University Bloomington, IN 47405	Provides loan of print and audiovisual materials for Indiana vocational educators. Modifies existing curriculum for special populations. Prints Indiana-produced curriculum materials. Consults on developing, producing, and using curriculum. Material avilable out of state: Yes	JoAnn Brooks, Information Specialist (812) 337-6711

State	Name and Address of Center/Lab	Description of Activities	Contact
Kansas (Midwest)	Kansas Vocational Curriculum Dissemination Center Pittsburg State University Pittsburg, KS 66762	Duplicates and distributes horticulture and agriculture curriculum guides. Stocks and ships materials from Mid-America Vocational Curriculum Consortium (MAVCC), American Association for Vocational Instructional Materials (AAVIM), and other instructional products for dissemination in Kansas. Material available out of state: Yes	Darlene Crank, Manager (316) 231-7000
Kentucky (Southeast)	Curriculum Lab Division of Materials and Curriculum 19th Floor, Capital Plaza Tower Frankfort, KY 40601	Prepares, distributes, and utilizes curriculum materials and educational resources such as competency-based vocational education modules, V-TECS catalogs, ERIC searches, microfiche on various subjects, and other related educational materials. Material available out of state: Yes	Melissa S. Briscoe, Director (502) 564-4394
Louisiana (Midwest)	Vocational Curriculum Development and Research Center 823 College Avenue Natchitoces, LA 71457	Develops, prints, and disseminates vocational instructional materials. Material available out of state: Yes	David Poston, Curriculum Specialist (318) 352-5348
Maryland (East Central)	Maryland Vocational Curriculum R&D Center Industrial Education Department University of Maryland College Park, MD 20742	Provides resources and support services for vocational curriculum research and development. Includes research, collection, evaluation, modification, development, field testing, responding to requests for materials and information, and maintaining a free-loan resource collection. Material available out of state: Yes	James Woodhull, Ph.D., Director (301) 454-2260
Maryland (East Central)	Maryland Vocational Curriculum Product Project Western Maryland Vocational Resource Center PO Box 5448, McMullen Highway Cresaptown, MD 21502	Serves as a statewide center for the reproduction, production, and dissemination of vocational curriculum materials. Functions include printing, producing media, dissemination, maintaining a media loan system, and providing graphics support to curriculum development. Material available out of state: Yes	Edgar Reynolds, Director (301) 729-8950

State	Name and Address of Center/Lab	Description of Activities	Contact
Massachusetts (Northeast)	Massachusetts Vocational Curriculum Center Minuteman Regional Vocational-Technical School 758 Marrett Road Lexington, MA 02173	Collects and disseminates vocational curriculum materials. Operates free loan of materials. Material available out of state: No	Carol Laughlin, Director (617) 863-1863
Michigan (East Central)	Michigan Vocational Education Resource Center 133 Erickson Hall Michigan State University East Lansing, MI 48824	Serves as a search, retrieval, and housing facility for curriculum materials for Michigan. Material available out of state: Yes	Gloria Kielbaso, Assistant Director (517) 353-4397
Michigan (East Central)	Curriculum Resource Team 100 Wills House Michigan State University East Lansing, MI 48824	Produces curriculum guides as specified by, and at the request of, the Michigan Department of Education, Vocational-Technical Education Service. Format and processes are determined by the Michigan Curriculum Management System. Assists in dissemination activities. Material available out of state: Yes	Chris Olson, Coordinator (517) 353-0661
Minnesota (East Central)	Minnesota Curriculum Services Center 3554 White Bear Avenue White Bear Lake, MN 55110	Loans materials from the resource library, disseminates materials on free and cost-recovery basis. Develops program area task lists, student performance objectives, competency records, and instructional resource listings. Material available out of state: Yes	Barb Moss, Cost Accounts Clerk (612) 770-3943
Mississippi (Southeast)	Research and Curriculum Unit Drawer DX Mississippi State, MS 39762	Provides teacher curriculum guides and resource units. Material available out of state: Yes	James F. Shill, Ph.D., RCU Director (601) 325-2510
Missouri (Midwest)	Instructional Materials Laboratory 10 Industrial Education Building University of Missouri-Columbia Columbia, MO 65211	Produces and distributes competency-based instructional materials and teaching aids in nine areas: agriculture, business and office education, home economics, distributive education, cooperative education, industrial education, industrial arts, sex equity, and special needs.	Harley Schlichting, Ph.D., Director (314) 882-2883

State	Name and Address of Center/Lab	Description of Activities	Contact
Nebraska (Midwest)	Nebraska Vocational Curriculum Resource Center Kearney State College, West Campus Kearney, NE 68847	Acquires and disseminates vocational curriculum materials for Nebraska. Material available out of state: No	Bevery J. Nelson, Director (308) 236-4351
New Hampshire (Northeast)	Learning Resource Center Keene State College Keene, NH 03431	Description of activities not available.	Dorothea Kitlan, Director (603) 352-1909
New Hampshire (Northeast)	Vocational Research Curriculum Office Keene State College Keene, NH 03431	Description of activities not available.	John Faust, Project Director (603) 352-1909
New Jersey (Northeast)	New Jersey Vocational-Technical Curriculum Laboratory Building 4103, Kilmer Rutgers University New Brunswick, NJ 08403	Provides needs assessment, curriculum development, publication, dissemination, technical assistance, and information services for all vocational and career education subjects. Material available out of state: Yes	Denise Rossi, Director, Statewide Dissemination Project (609) 292-5850
New Mexico (Midwest)	Sex Equity Dissemination Center University of New Mexico 3010 Mesa Vista Albuquerque, NM 87131	Disseminates only equal opportuntiy vocational curriculum materials. Material available out of state: No	Norma Milanovich (505) 277-5409
New Mexico (Midwest)	Vocational Curriculum Material Dissemination Center Eastern New Mexico University Portales, NM 88130	Disseminates curriculum materials for trade and industrial education, office education, distributive education, health occupations education, agriculture, and industrial arts. Material available out of state: No	Ray Gormley, Office Education and Distributive Education Teacher Educator (505) 562-2288
Ohio (East Central)	Vocational Instructional Materials Lab 1885 Neil Avenue The Ohio State University Columbus, OH 43210	Develops task lists, task analyses, achievement tests, fire service, emergency medical service print and nonprint materials, law enforcement training materials, instructor and student training materials, and a subscription service for distributive education. Material available out of state: Yes	Tom L. Hindes, Director (614) 422-5001

State	Name and Address of Center/Lab	Description of Activities	Contact
Ohio (East Central)	Ohio Agricultural Education Curriculum Materials Service Room 254, 2120 Fyffe Road The Ohio State University Columbus, OH 43210	Develops instructional materials for agricultural education programs at the high school and post-high school levels. Provides student and teacher reference manuals and workbooks, as well as color slide series, transparency masters, sample test items, and professional vocational education manuals. Material available out of state: Yes	Harlan E. Ridenour, Ph.D Director (614) 422-4848
Oklahoma (Midwest)	Curriculum and Instructional Materials Center Oklahoma State Department of Vocational-Technical Education 1515 West Sixth Avenue Stillwater, OK 74074	Produces several kinds of instructional materials: core curriculum videotapes, slide-tapes, competency profiles, and learning activity packets. Provides free loan films to Oklahoma vocational teachers, technical assistance, and reference materials in the resource center to vocational teachers. Material available out of state: Yes	Bob Patton, Coordinator (405) 377-2000
Pennsylvania (East Central)	Vocational Education Information Network (VEIN) Stayer Research and Learning Center Millersville State College Millersville, PA 17551	Acquires, classifies, and stores curriculum materials for retrieval in response to practitioner requests. Announces availability of new materials and conducts training sessions on skills needed by teachers to identify and use materials. Material available out of state: No	Erma D. Keyes, Director (717) 872-5411
Rhode Island (Northeast)	Curriculum Resource Center Rhode Island College Department of Industrial Technology Providence, RI 02908	Inventories curriculum products. Material available out of state: No	Arthur Tartaglione. Career Education Consultant (401) 277-2691
South Carolina (Southeast)	Vocational Curriculum Development Section 1107 Barringer Building 1338 Main Street Columbia, SC 29201	Provides student and teacher manuals, curriculum guides, filmstrips, audiotapes, and student modules. Material available out of state: No	Robert T. Benson, Ph.D., Chief Supervisor (803) 758-5971

State	Name and Address of Center/Lab	Description of Activities	Contact
Texas (Midwest)	Center for Occupational Curriculum Development Main Building 2400 The University of Texas at Austin Austin, TX 78712	Provides instructional materials such as teacher's guides, student materials, core curriculum, individualized instructional publications, and audiovisual materials. Material available out of state: Yes	Jack Robertson, Ph.D., Director (512) 471-7716
Texas (Midwest)	Home Economics Instructional Materials Center Texas Tech University, Box 4067 Lubbock, TX 79409	Provides instructor's guides, student materials, and courses of study in consumer and homemaking education and occupational home economics. Material available out of state: Yes	Linda Glosson, Ph.D., Director (806) 742-3028
Texas (Midwest)	Occupational Curriculum Laboratory East Texas State University Commerce, TX 75428	Provides self-contained instructional materials for teachers and students in office occupations and trade and industrial special needs (both disadvantaged and handicapped). Material available out of state: Yes	Durwin Hohhertz, Director (214) 886-5623
Texas (Midwest)	Vocational Instructional Services F.E. Box 182 Texas A&M University College Station, TX 77843	Provides instructor's guides, student materials, audiovisual materials in production agriculture, co-op agriculture, agriculture special needs, and industrial laboratory programs. Develops complimentary materials for all trades. Material available out of state: Yes	Foy Page, Coordinator (713) 779-3880
Vermont (Northeast)	ERIC Resource Center State Department of Education Montpelier, VT 05602	Provides educational materials for kindergarten through postsecondary levels. Material available out of state: No	Walter L. Wimmer, Assistant Director (802) 828-3101
Virginia (East Central)	Vocational Education Curriculum Center Virginia Commonwealth University 620 North Lombardy Street Richmond, VA 23284	Prepares curriculum materials on the subjects of agricultural education, special needs, energy education, job preparation, and work values for all vocational services and for the industrial arts. Develops competency-based education articulation and implementation guides. Material available out of state: Yes	Louise Peele, Curriculum Specialist (804) 257-6692
West Virginia (East Central)	West Virginia Vocational Curriculum Lab Cedar Lakes Conference Center Ripley, WV 25271	Develops competency-based curriculum. Material available out of state: Yes	Larry Froehlich, Director (304) 372-8673

CURRICULUM-RELATED ORGANIZATIONS

Acknowledgement for materials in this section is made to the State Liaison Representative Planning Committee for the 1981 National Network for Curriculum Coordination in Vocational and Technical Education Concurrent Meeting.

CURRICULUM-RELATED ORGANIZATIONS

Organization	Description	Address and Phone Number	Member States
American Association of Vocational Instructional Materials (AAVIM)	Nonprofit organization made up of membership from all fifty states; designed to develop instructional materials for agricultural and trade and industrial education.	AAVIM 120 Engineering Center Athens, GA 30602 (404) 542-2586	Not applicable
Interstate Distributive Education Curriculum Consortium (IDECC)	Nonprofit organization made up of membership from thirty states; designed to develop individualized instructional materials for distributive education and marketing.	IDECC 1166 Chesapeake Avenue The Ohio State University Columbus, OH 43210 (614) 486-6708	Alabama, Arkansas, California, Colorado, Delaware, Florida, Georgia, Indiana, Iowa, Kentucky, Louisiana, Michigan, Minnesota, Mississippi, Nebraska, New Hampshire, New Mexico, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Tennessee, Vermont, Virginia, Washington, West Virginia, Wisconsin
Mid-America Vocational Curriculum Consortium (MAVCC)	Nonprofit corporation made up of membership from eleven states; designed to develop, disseminate, implement, and evaluate curriculum materials in vocational and technical education.	MAVCC 1515 West Sixth Avenue Stillwater, OK 74074 (405) 377-2000	Arkansas, Colorado, Kansas, Louisiana, Missouri, Nebraska, New Mexico, North Dakota, Oklahoma, South Dakota, Texas
National Center for Research in Vocational Education (NCRVE)	A national research center whose mission to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression.	NCRVE The Ohio State University 1960 Kenny Road Columbus, OH 43210 (614) 486-3655	Not applicable

Organization	Description	Address and Phone Number	Member States
National Occupa-Competency Testing Institute (NOCTI)	Nonprofit organization made up of membership from forty-three states; designed to develop comprehensive competency tests for vocational instructors.	NOCTI 45 Colvin Avenue Albany, NY 12206 (518) 482-8864	Alabama, Alaska, Arkansas, California, Colorado, Connecticut, District of Columbia, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Maine, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, New Hampshire, New Jersey, New Mexico, New York, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming
Student Occupational Competency Achievement Testing (SOCAT)	Nonprofit organization made up of membership from seven states; designed to develop comprehensive competency testing for vocational students.	SOCAT 45 Colvin Avenue Albany, NY 12206 (518) 482-8864	Alabama, Florida, Kentucky, Maryland, New Jersey, New York, Oklahoma
Vocational Instructional Materials (VIM)	A section of the American Vocational Association designed to promote the development of quality instructional materials and stimulate exchange of information about instructional materials for vocational education.	American Vocational Association can provide name, address, and phone number of current executive VIM officers	Not applicable
Vocational-Technical Education Consortium of States (V-TECS)	Nonprofit organization made up of membership from fifteen states; designed to develop occupational task analyses for vocational and technical education.	Southern Association of Colleges and Schools (V-TECS) 795 Peachtree Street, NE Atlanta, GA 30308 (404) 875-8011	Alabama, Florida, Georgia, Illinois, Indiana, Kentucky, Maryland, Mississippi, New York, Pennsylvania, South Carolina, Tennessee, Virginia, West Virginia, Wisconsin
Wisconsin Vocational Studies Center (WVSC)	University affiliated organization involved in a variety of projects (e.g., *Puzzled About Educating Special Needs Students?)* having an impact on vocational education.	WVSC 1025 West Johnson Street 964 Educational Science Madison, WI 53706 (608) 263-3696	Not applicable

SOURCES OF AUDIOVISUAL INFORMATION AND MATERIALS

National Information Center for Educational Media (NICEM)
University of Southern California
University Park
Los Angeles, CA 90007

The NICEM data base offers comprehensive coverage of nonprint educational media (16mm films, 35mm filmstrips, overhead transparencies, audiotapes, videotapes, phonograph records, motion picture cartridges, and slides) from preschool to professional and graduate school levels.

National Audiovisual Center
National Archives and Records Service
General Services Administration
Washington, D.C. 20409

Audiovisual materials (16mm and 8mm films, audiocassettes, audiotapes, filmstrips, kits, slide sets, and videocassettes) are available through sales, rental, and loan referrals, including vocational and technical areas of auto mechanics; carpentry and woodworking; construction; drafting; electricity and electronics; photography; heating, air conditioning, and refrigeration; metal work, welding, machine shop, and benchwork; plumbing and pipefitting; and safety. Center staff members respond to telephone and written requests, publish catalogs and selected listings of current titles available for sale or rent, produce brochures and filmographies on specialized subjects and on materials produced by individual federal agencies, and maintain a master catalog file on audiovisual materials produced by the federal government. Preview prior to purchase is available for 16mm motion pictures.

BIBLIOGRAPHY OF CURRICULUM PUBLICATIONS AVAILABLE FROM FEDERAL AGENCIES

Curriculum Materials in Vocational and Technical Education—1981. U.S. Department of Education, Office of Vocational and Adult Education, Washington, DC, 20 pp.

Listings of vocational instructional materials available from federal agencies: a set of eight annotated bibliographies of curriculum and instructional materials compiled by the U.S. Department of Education, Office of Vocational and Adult Education, Curriculum Development Branch, Washington, DC, 1980.

- *Vocational Instructional Materials for Agriculture and Agribusiness Available from Federal Agencies.* 48 pp. ED 190 909.
- *Vocational Instructional Materials for Business and Office Education Available from Federal Agencies.* 32 pp. ED 190 916.
- *Vocational Instructional Materials for Vocational Home Economics Education Available from Federal Agencies.* 45 pp. ED 190 911.
- *Vocational Instructional Materials for Marketing and Distributive Education Available from Federal Agencies.* 31 pp. ED 190 910.
- *Vocational Instructional Materials for Allied Health Education Available from Federal Agencies.* 45 pp. ED 190 912.
- *Vocational Instructional Materials for Technical Education Available from Federal Agencies.* 67 pp. ED 190 913.
- *Vocational Instructional Materials for Trade and Industrial Education Available from Federal Agencies.* 44 pp. ED 190 914.
- *Vocational Instructional Materials for Special Needs Groups—Handicapped Disadvantaged, Older Americans, Youth Employment, Displaced Homemakers—Available from Federal Agencies.* 41 pp. ED 190 915.

A Reference List of Audiovisual Materials Produced by the United States Government: Supplement 1980. National Audiovisual Center, National Archives and Records Service, General Services Administration, Washington, DC. 54 pp.

Vocational-Technical: A Select List of U.S. Government Produced Audiovisual Materials—1978-79. National Audiovisual Center, National Archives and Records Service, General Services Administration, Washington, DC. 54 pp.

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